DOCUMENT RESUME

ED 340 491 PS 020 204

AUTHOR Dodge, Diane Trister; Koralek, Derry Gosselin
TITLE A Trainer's Guide to Caring for Infants and Toddlers: A Supervised, Self-Instructional Training Program.
REPORT NO ISBN-1-87537-03-6
PUB DATE 91
NOTE 201p.; For Volumes I and II of the Training Program, see PS 020 202-203.
AVAILABLE FROM Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 ($23.95).
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Child Caregivers; *Competence; Conferences; *Day Care Centers; Infants; *Knowledge Level; *Learning Activities; *Personnel Evaluation; Preschool Education; Staff Development; Teacher Educators; Tests; Toddlers
IDENTIFIERS Caregiver Evaluations; *Caregiver Training; *Training Materials

ABSTRACT

This guide is a resource to help trainers and child care center directors implement a 13-module training program for caregivers serving children under 3 years of age. The first section of the guide describes what the trainer needs to know or do to implement the training program. The second section lists the steps in the training process for each module. The steps include an overview, a pretraining assessment, a series of learning activities, a learner's summary, and an assessment of the learner by the trainer. The section also discusses the suggested trainer-learner conferences, and offers suggestions relevant to each module. Module topics are child safety and health; learning environments; physical, cognitive, and social development; communication skills; creativity; self-esteem; guidance of children's behavior; family involvement; program management; and professionalism. The third section of the guide offers guidelines for assessing the learner's competency through observation and conference discussions. Examinations to test the learner's knowledge of the material covered in each module are included. Appendices include answer sheets for the knowledge assessments; trainer observation forms for competency assessments; forms for tracking the learner's progress; a list of competency goals; and a list of resources for information on early childhood education. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED340491

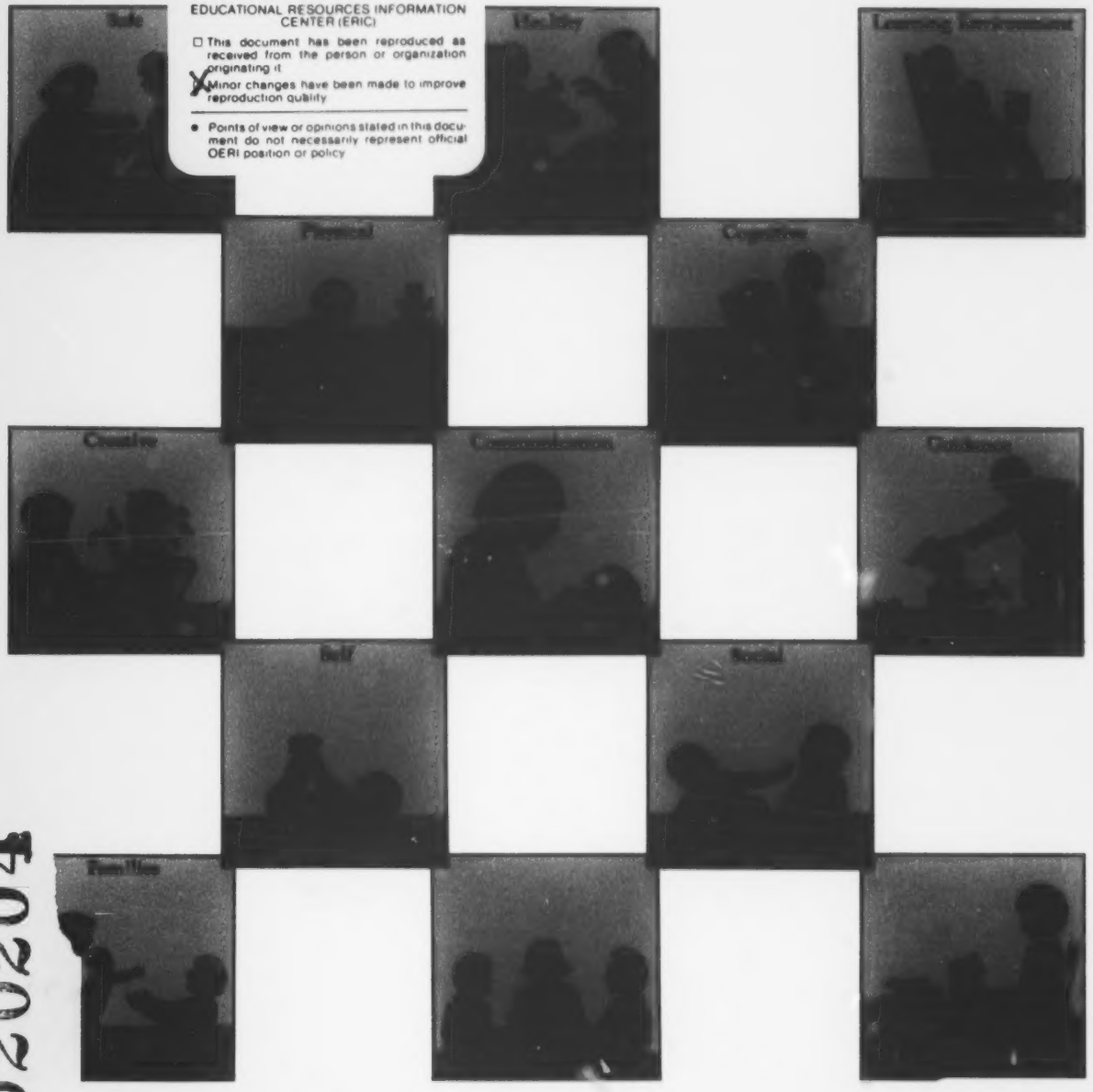
A Trainer's Guide To Caring For Infants and Toddlers

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



Diane Trister Dodge Derry Gosselin Koralek

TEACHING STRATEGIES

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Diane Trister Dodge
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 020204

BEST COPY AVAILABLE

A Trainer's Guide
to
Caring for Infants and Toddlers
A Supervised, Self-Instructional Training Program

Diane Trister Dodge
Derry Gosselin Koralek

Washington, DC

Copyright © 1991 Teaching Strategies, Inc.

Although no part of this book may be reproduced without written permission from Teaching Strategies, Inc., users are hereby authorized to reproduce the knowledge and competency assessments and all forms in the Appendices for use in this training program.

Published by

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015

Distributed by

Gryphon House Inc.
P.O. Box 275
Mt. Rainier, MD 20712

ISBN: 1-879537-03-6

Library of Congress Catalog Number: 91-090304

Acknowledgments

We wish to thank a number of people who have contributed their knowledge and skills in helping us prepare this *Trainer's Guide*. Catherine Ann New, a skilled trainer who is implementing the training program in rural Alaska, was invaluable in counseling us on what trainers really need to know to use this program effectively. She helped refine the assessment process and added specific strategies to help guide trainers in overseeing the training. Amy Laura Dombro, a co-author of *Caring for Infants and Toddlers*, and Abbey Griffin at the National Center for Clinical Infant Programs, helped us to identify resources to support the training program. David Riley offered his considerable writing skills to make the document more readable. We are also indebted to Martha Cooley for editing and proofing the text, to Beth Hudgins for layout, and to Jennifer Barrett for the cover design.

Contents

Page

Introduction 1

I. What You Need to Know to Implement the Training Program 3

Understanding How Adults Learn 5

Assessing Your Training Needs 6

Enrolling in Certification Programs 7

Using the Program for CDA Training 7

Collecting Resources 9

Introducing the Training Program 10

II. Overseeing the Training Program 13

How the Training Program Works 15

The Feedback Conference 16

What Caregivers and Trainers Do in Each Module 18

III. Assessing Each Caregiver's Progress 63

Knowledge Assessments 65

Competency Assessments 66

Assessments for Each Module 69

Appendices:

A. Answer Sheets for Knowledge Assessments 117

B. Trainer Observation Forms for Competency Assessments 139

C. Tracking Forms 167

D. CDA Competency Goals and Functional Areas 173

E. Publishers and Distributors of Early Childhood Resources 177

Introduction

This is an exciting and challenging time to be involved in the care and education of young children. It is exciting because we now know from research that infants and toddlers can thrive in high-quality child care programs and that these programs also provide much needed support to their families. It is challenging because this knowledge imposes a clear responsibility on infant/toddler educators to ensure that programs serving children under three meet the profession's standards for quality.

A high-quality infant/toddler program is one that is developmentally appropriate. This means that the staff:

- respects and plans a program that responds to individual, developmental, and cultural differences among children;
- cares for children in a well-planned, varied physical environment;
- promotes a positive sense of self;
- promotes learning through play and everyday routines; and
- builds a partnership with family members and involves them in the program.

Standards for high-quality programs have been developed by the leading agencies and organizations in early childhood education. These include the National Association for the Education of Young Children (NAEYC), the National Head Start Bureau in the U.S. Department of Health and Human Services, and the National Center for Clinical Infant Programs.

Standards for caregiver competencies are defined in the *Childhood Development Associate (CDA) Assessment System and Competency Standards* by the Council for Early Childhood Professional Recognition.

How can infant/toddler programs meet these standards? Sound training and skillful staff supervision are key factors in achieving a high-quality infant and toddler program. The high turnover rate among caregivers makes training particularly important and ongoing training programs desirable. To be successful, programs require training materials that are practical and easy to use, accompanied by guidance for trainers and supervisors to help them implement the training effectively.

To help center directors and other trainers improve their programs, Teaching Strategies, Inc. has developed curriculum and training materials, including *Caring for Infants and Toddlers: A Supervised, Self-Instructional Training Program.* This two-volume set of training materials helps caregivers acquire knowledge of child development and develop the caregiving skills needed to nurture young children's growth and development.

Caring for Infants and Toddlers is comprehensive and practical. Its 13 modules correspond to the 13 functional areas covered by the CDA competency standards: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Guidance, Families, Program Management, and Professionalism.

Each staff member participating in the training needs a copy of the materials. This is a one-time investment that will cover the full training period of approximately one year. After the training is over, caregivers can use the materials as an ongoing resource. Staff members should be aware of your center's investment in their training. Some programs have found that caregivers are more committed to the training if they contribute to the cost of the materials.

Because the program is self-instructional, caregivers can use it at their own pace, as time permits. This format gives them valuable autonomy in completing the training. But that autonomy also means that trainers must play a very active role in advising caregivers during the training and tracking their progress.

This guide is written for any individual responsible for overseeing staff training. In some programs this may be the education coordinator or training specialist. In others, the center director or a lead caregiver may assume the trainer's role. For the training program to be most effective, trainers should have a strong foundation in early childhood education and child development. The trainer's central role is to provide feedback and support and to make judgments about the appropriateness of a caregiver's responses in the learning activities. Trainers should also have time to observe in the classrooms and assess the knowledge and competence that caregivers have gained from the training.

The *Trainer's Guide* has four sections. The first chapter will help you decide if this training program meets your needs. It offers suggestions for setting the stage and introducing the training program. Chapter II provides an overview of your role in guiding each caregiver through the learning activities and suggests ways to extend learning. Chapter III includes knowledge and competency assessments for each module to help you determine if a caregiver has understood the material and has become more competent in working with children. The fourth section, the appendices, provides answer sheets and observation forms for the assessment process. Also included are forms to help you track each caregiver's progress; a list of the CDA competency goals and functional areas; and a list of publishers and distributors for resources on infant and toddler care (including those in the bibliography in the Orientation to *Caring for Infants and Toddlers*).

I. What You Need to Know to Implement the Training Program

Page

Understanding How Adults Learn 5

Assessing Your Training Needs 6

Enrolling in Certification Programs 7

Using the Program for CDA Training 7

- Direct Assessment 7
- Professional Preparation Program 9

Collecting Resources 9

- Standards for Early Childhood Programs 9
- Research and Reports 10
- Supplementary Resources 10
- Audiovisual Materials 10
- Periodicals 10

Introducing the Training Program 10

- Explaining the Program 11
- Inviting Input on Successful Training Practices 11
- Emphasizing Feedback and Recognition 11

BEST COPY AVAILABLE

I. What You Need to Know to Implement the Training Program

Caring for Infants and Toddlers is designed to meet the specific needs of caregivers who work in center-based programs. In order to provide appropriate care for children under three, caregivers need to acquire an understanding of child development and the skills required to promote healthy growth and development. These skills and understandings have been defined by the early childhood profession in the CDA Competency Standards. *Caring for Infants and Toddlers* introduces caregivers to these concepts and skills and helps them develop these competencies as they work with and care for young children every day. This chapter addresses issues that trainers and center directors should consider before implementing this training program.

Understanding How Adults Learn

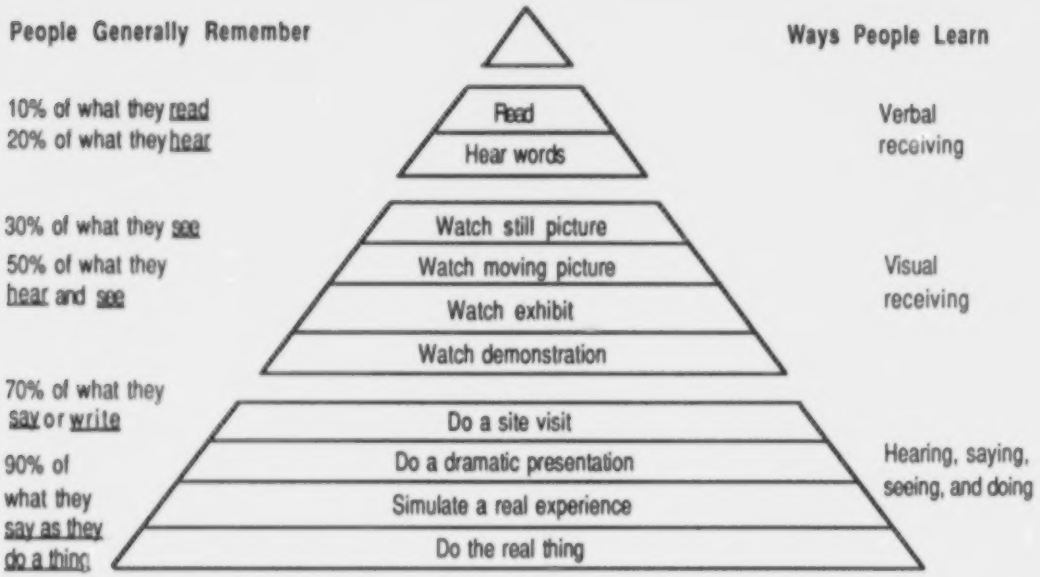
Most child care administrators have little time and few resources available for staff training. Fitting training sessions into busy staff schedules can be difficult, and the training needs of staff members often vary greatly: some caregivers may be very experienced, while others are new to the job.

Meeting the unique needs of adult learners can also be challenging. Adults generally take considerable pride in their work and appreciate having their efforts respected. Adults can be afraid to fail, so training should enhance their self-confidence by building on what they already know. Adults may have different levels of experience and styles of learning. Training programs need to accommodate and validate such differences as much as possible, and they should take into account the fact that staff motivation, according to many studies, increases with recognition for achievements, respect for the staff member as a person, and participation in planning and decision making.

Extensive research has also shown that people in general, and adults in particular, learn best through a hands-on approach, one that involves them actively in the learning process. Edgar Dale explains this truth schematically in his "Cone of Experience." *

*Based on Edgar Dale, *Audiovisual Methods in Teaching*, 3rd ed. (New York: Holt, Rinehart and Winston, 1969), p. 107.

Cone of Experience


People Generally Remember
Ways People Learn
10% of what they read
20% of what they hear
Read
Hear words
Verbal receiving
30% of what they see
50% of what they hear and see
Watch still picture
Watch moving picture
Watch exhibit
Watch demonstration
Visual receiving
70% of what they say or write
90% of what they say as they do a thing
Do a site visit
Do a dramatic presentation
Simulate a real experience
Do the real thing
Hearing, saying, seeing, and doing

Caring for Infants and Toddlers takes into account all these factors in its design and implementation. It is used on the job as part of the ongoing work of the staff. It respects the work and life experiences of caregivers by building on what they already know. It is a highly individualized program that allows caregivers to plan their own program and provides for extensive feedback from trainers. And it emphasizes hands-on learning through activities completed as staff care for infants and toddlers. Finally, *Caring for Infants and Toddlers* eliminates many scheduling problems. Caregivers with different schedules don't need to meet regularly or share training materials because they can complete the training at their own pace, using their own set of materials.

Assessing Your Training Needs

Although it is self-instructional, trainers still need to invest time and effort in overseeing this training program. As you decide how to implement the program, ask yourself these questions :

- In what areas is our program weakest?
- How many caregivers need the training program? Can some complete it relatively quickly and then help others work on the modules?
- Are funds available to purchase training materials?
- Can I delegate certain tasks to others in order to make time for overseeing the training?

You don't necessarily need the enthusiastic support of the entire staff to implement the training program. Some people will be wary of any new program, even one that will obviously help

them in their work. If some members of your staff enthusiastically undertake the training and find it useful, their enthusiasm will be contagious and will encourage others to sign up.

Enrolling in Certification Programs

You should consider enrolling your center and staff in certification programs such as the Center Accreditation Program and the Child Development Associate (CDA) Program. The recognition and rewards that can come from certification serve to motivate staff to enhance their skills by participating in the training program.

The National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, certifies centers through its Center Accreditation Program. Staff qualifications and specialized training are important factors in determining whether your program will be certified. Implementing the training program can thus increase your chances of winning accreditation. The process includes several steps, including a self-assessment that requires all staff members, parents, and administrators to take a careful look at how the program measures up to specific criteria. This assessment is the beginning of a joint effort to address problem areas and bring all aspects of a program into compliance. When the accreditation process leads to final certification, programs receive valuable professional and public recognition.

Using the Program for CDA Training

Caring for Infants and Toddlers can be used by caregivers seeking a Child Development Associate (CDA) credential from the Council for Early Childhood Professional Recognition. The Council for Early Childhood Professional Recognition offers two routes to obtain a CDA credential: Direct Assessment and Professional Preparation.

Direct Assessment

In the Direct Assessment route, a caregiver must complete 120 hours of formal training in early childhood education. Formal training can be provided by on-site trainers, colleges, vocational/technical schools, or resource and referral agencies, and must cover specific subject areas outlined by the Council.

Caring for Infants and Toddlers requires approximately three hours a week of a caregiver's time over a one-year period, totaling over 120 hours of formal preparation. The chart on the following page shows which modules address each of the CDA subject areas and gives approximate clock hours for each one.

In the Direct Assessment route, caregivers develop a Professional Resource File, which is a collection of documents to use in working with young children and families. The learning activities in *Caring for Infants and Toddlers* include many opportunities to document work and collect materials that can be included in a Professional Resource File.

The Direct Assessment route also requires caregivers to complete a written and oral assessment and be observed working directly with children. The knowledge and competency assessments used after completion of each module in *Caring for Infants and Toddlers* will help caregivers prepare for these assessments.

Formal Training in *Caring for Infants and Toddlers* by CDA Subject Areas and Time Estimates

CDA SUBJECT AREA	MODULES COVERING SUBJECT AREA	ESTIMATED CLOCK HOURS
Observing and recording children's behavior	Modules 1-10, 12*	20 hours
Principles of child growth and development	Modules 1-10 (Learning Activity I in each module)	15 hours
Planning a safe, healthy environment to invite learning	Module 1-3	30 hours
Steps to advance children's physical and intellectual competence	Modules 4-7	35 hours
Positive ways to support children's social and emotional development	Modules 8-10	30 hours
Strategies to establish productive relationships with families	Module 11	10 hours
Individual and group management	Module 12	10 hours
Maintaining a commitment to professionalism	Module 13	10 hours
	Estimated total	160 hours

*Specific learning activities that involve observing and recording children's behavior include the following: Module 2 (V), Module 3 (V), Module 4 (II and III), Module 5 (II, IV, and V), Module 6 (II), Module 7 (II and IV), Module 8 (II and III), Module 9 (II, III, and IV), and Module 12 (I and II).

Professional Preparation Program

In the second route to obtaining a CDA credential, the Council for Early Childhood Professional Recognition will arrange for caregivers to enter a college-level Professional Preparation Program, which provides training and assessment using the Council Curriculum. There are three phases in the CDA Professional Preparation Program: field work, instructional course work, and evaluation.

The learning activities in *Caring for Infants and Toddlers* can be used by CDA advisors and seminar instructors as a supplement to those suggested in the Council Curriculum. The learning activities can enhance the students' Professional Resource Files. The exercises that focus on principles of child development (the first learning activity in Modules 1 through 10) are particularly relevant. In addition, the overview vignettes, self-assessments, and readings in each module can provide a wealth of ideas and information for course discussions. The suggestions for supporting caregivers and extending learning for each module (found in Chapter II of the *Trainer's Guide*) provide a host of ideas for enhancing student understanding of the CDA subject areas. Finally, the knowledge assessments can be useful practice for students preparing for the written evaluation.

Collecting Resources

Learning is a continuous process, and the training program suggests resources that will enable caregivers to continue to expand their knowledge and improve their skills. A rich library of relevant books and materials encourages caregivers to continue learning.

It is important to label the resources and establish a system for their circulation and return to a central library, either through library cards or a master sign-up sheet. Whatever system you use should include a time limit on each person's use of the resource and a way to make sure it has been returned. The following are some resources you might consider for your library.

Standards for Infant/Toddler Programs

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, National Association for the Education of Young Children (NAEYC), Washington, DC, 1987.
- *Center Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs*, NAEYC, Washington, DC, 1984.
- *Child Development Associate Assessment System and Competency Standards: Infant and Toddler Caregivers in Center-Based Programs*, Council for Early Childhood Professional Recognition, Washington, DC, 1986.
- *National Health and Safety Performance Standards for Out of Home Child Care Programs*, a collaborative effort of the American Academy of Pediatrics and American Public Health Association, Washington, DC, in press.

Research and Reports

- *Quality in Child Care: What Does Research Tell Us?,* Deborah A. Phillips, ed., NAEYC, Washington, DC, 1987.
- *Infant Development: From Theory to Practice,* Judith Musik and Joanne Householder, Wadsworth Publishing Co., Belmont, CA, 1986.

Supplementary Resources

- The annotated bibliography in the Orientation to *Caring for Infants and Toddlers* can be used to select resources for a center library. Caregivers who wish to learn more on a subject will find it convenient if the resources are readily available at the center.
- A list of publishers and distributors of early childhood resources can be found in Appendix E of this guide.

Audiovisual Materials

- *Celebrating Early Childhood Teachers,* a videotape that introduces staff to the profession (National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009-5786).
- *The Program for Infant Toddler Caregivers,* a series of videotapes (Far West Laboratory for Educational Research and Development, 180 Harbor Drive, Suite 112, Sausalito, CA 94965).
- *Respectfully Yours, Magda Gerber's Approach to Professional Infant/Toddler Care* (Prepared by the California State Department of Education, Bill Honig, Superintendent of Public Instruction, Sacramento, CA).

Periodicals

- *Young Children,* National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009-5786.
- *Childhood Education,* Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902.
- *Child Care Information Exchange,* Exchange Press, P. O. Box 2890, Redmond, WA 98073.

Newspapers and magazines frequently print interesting articles about early childhood education. Staff members can help you keep an eye out for such articles and bring them in to post on a bulletin board and collect in a resource library file.

Introducing the Training Program

When you first introduce *Caring for Infants and Toddlers,* arrange a meeting with the entire staff to explain the purpose and importance of the program. Even though the entire staff may

not participate in the training at the same time, it is still important that everyone understand the value of the program. As indicated in Edgar Dale's pyramid showing how people learn (page 6), your staff may remember more of what you say if you record key points on a flip chart or a blackboard and display copies of *Caring for Infants and Toddlers* for them to examine.

Explaining the Program

Your staff will support the program more enthusiastically if they understand the thinking behind it. You should explain that we now have research showing that high-quality child care programs help young children grow and develop successfully and support their families. You should also explain that this research has led to standards of quality that measure how well a child care program is doing. Describe how the training program will help your center meet these standards. Show copies of the resources listed above, which explain the research that has been done and the standards that have been developed. You may want to hand out summaries of these resources for your staff to read.

Inviting Input on Successful Training Practices

Ask your staff to describe training practices that they have found to be effective, such as classroom observation by other caregivers, viewing videotapes, and getting feedback from supervisors. Also ask the staff to indicate what areas they would most like the training to cover. You can then show the staff how their ideas are reflected in the *Caring for Infants and Toddlers* program.

Emphasizing Feedback and Recognition

The training program offers in a sense the best of both worlds: it is tailored to each individual's needs, but it also provides for a close working relationship between trainer and participant. Emphasize that just because caregivers develop their own training plans and use the materials independently does not mean that they will be left alone to "sink or swim." The feedback conferences described in Chapter II are central to the success of the program.

Appendix C of this *Trainer's Guide* includes two tracking forms. Give caregivers their own copies of the Caregiver Tracking Form so that they can monitor their own progress. There is space for you to sign off when each module is completed. The Center Tracking Form has been provided so you can keep track of the entire staff's progress. This will help you schedule the feedback conferences and assessments.

Emphasize that caregivers will receive recognition for undertaking and completing the training. Salary increases are of course a welcome form of recognition, and you can mention them if they are a realistic possibility. If salary increases will not be possible, consider these suggestions for providing incentives for caregivers:

- Meaningful rewards after completing part of the training, such as three or six modules. For example, you could give staff members a day off, dinner for two at a local restaurant, or a copy of a favorite resource.
- Recognition dinners for caregivers who have completed the program, with invitations extended to parents and other special guests.
- Special pins or framed certificates acknowledging completion of part or all of the program.

- Photographs on a bulletin board or in the center newsletter of staff members who have undertaken or completed the program.

The next chapter explains what caregivers and trainers do in each module and offers specific strategies that trainers can use to ensure the success of the program.

II. Overseeing the Training Program

Page

How the Training Program Works 15

Overall Self-Assessment 15

Development of Individual Training Plans 15

Five-Step Process for Each Module 15

The Feedback Conference 16

Suggestions for Conducting Feedback Conferences 17

What Caregivers and Trainers Do in Each Module 18

Module 1: Safe 19

Module 2: Healthy 22

Module 3: Learning Environment 26

Module 4: Physical 30

Module 5: Cognitive 33

Module 6: Communication 36

Module 7: Creative 39

Module 8: Self 42

Module 9: Social 46

Module 10: Guidance 49

Module 11: Families 53

Module 12: Program Management 57

Module 13: Professionalism 60

BEST COPY AVAILABLE

II. Overseeing the Training Program

This chapter explains how the training program works, the importance of the feedback conference, and the central role of the trainer in ensuring the program's success.

How the Training Program Works

The program begins with two important initial steps: an overall self-assessment and development of the individual training plan. It then moves to a five-step process that caregivers follow as they work on each module.

Overall Self-Assessment

Before beginning the training modules, caregivers assess their skills by ranking how frequently they carry out basic program activities identified for each module. This is not a test; it is an exercise designed to give caregivers an overview of the program and help them decide which modules they want to work on first. Encourage caregivers to complete the self-assessment as honestly as possible. The more honest they are, the more appropriate their training plans will be.

Development of Individual Training Plans

Meet with staff members individually after they have completed the self-assessment. To help get the program off on the right foot, you should allow enough time (15 to 30 minutes) for a thorough discussion of each caregiver's individual training plan at this meeting. You may want to acknowledge that it can be difficult for caregivers to identify which skills they need to develop further and what areas they need to know more about.

Caregivers will select, with your help, the first three modules to work on. You may want to adjust individual plans so that several staff members are working on the same module at the same time. Coordinating training plans in this way could allow feedback sessions with groups of caregivers. Group sessions could allow caregivers to learn from and provide support to their colleagues. Also, group sessions would make supervising the program less time-consuming for the trainer. But keep in mind that some caregivers may want individualized feedback on modules in which they don't feel particularly confident.

Five-Step Process for Each Module

Although the subject matter of the modules varies substantially, the process for covering the material in each one follows the same five-step process.

Overview. Caregivers read about the topics to be addressed in the module and examples of effective caregiving practices. Next, they read three short vignettes and answer questions about them. Each overview also includes a section relating the subject of the module to the caregiver's experiences as an adult.

The pre-training assessment. As with the overall self-assessment at the beginning of the training, caregivers assess how frequently they practice basic skills related to the functional area covered by the module. They then identify three to five skills they want to improve or topics they want to know more about, and discuss their assessment with you.

Learning activities. There are four to seven learning activities in each module. Typically, caregivers take three to five weeks to complete a module. Each activity begins with written objectives followed by a two- to three-page reading. After reading this material, caregivers are asked to apply it in their work with children. This may involve responding to questions, trying out suggestions in the reading, or observing and documenting children's behavior and interactions. The last step is for caregivers to arrange a feedback conference with you to discuss their experiences in completing the activity.

Summarizing progress. After completing all the learning activities, caregivers review their answers to the pre-training assessment and write a brief summary of what they have learned since beginning the module. They then meet with you to review their progress and to verify that they have successfully completed the learning activities. You should then schedule a date for the assessments.

Module assessments. *Caring for Infants and Toddlers* includes two kinds of assessments for each module: a knowledge assessment and a competency assessment. (The assessments for each module are included in Chapter III of this guide.)

- The *knowledge assessment* is a paper-and-pencil exercise that tests the caregiver's knowledge of the concepts presented in the module. Caregivers take this test in your presence and must achieve a score of at least 80 percent. If a caregiver does not achieve this score, you should note which answers were wrong and suggest that the caregiver review or repeat the appropriate learning activity and then retake the test.

- The *competency assessment* is a scheduled period of approximately one hour when you observe the caregiver in her or his classroom and use a module-specific checklist to assess the individual's demonstrated skills. Your role includes observing the caregiver, determining whether the criteria for successful completion were met, and discussing the observation with the caregiver. After caregivers have successfully completed the learning activities and both assessments, you should sign off for that module on their individual tracking forms and on your center tracking form.

The Feedback Conference

Feedback conferences between you and the caregivers take place many times during the training and are crucial to the success of *Caring for Infants and Toddlers*. The first one takes place at the beginning of the program to develop the individual training plan. Then there are several conferences while caregivers work on each module: after the pre-training assessment, after each learning activity, after summarizing progress on the module, and after the assessment process.

Feedback conferences are particularly important because of the self-instructional nature of the training program. They give you regular contact with caregivers. They provide an opportunity to answer caregivers' questions, to offer support for caregivers preparing for learning activities, to make suggestions and hear caregivers' concerns about their progress, to reinforce new skills and help caregivers recognize how much they have learned, and to help caregivers repeat activities they may have misunderstood the first time.

Feedback conferences may be as short as 10 minutes or may take longer, depending on how much feedback and support caregivers need. Modules with more learning activities will take more of your time. Try to schedule a feedback conference for *each* learning activity before the caregiver goes on to the next one. You want to be sure that the caregiver has understood the

content, and it is always best to discuss responses while they are still fresh in the caregiver's mind. A full understanding of each activity is particularly important in modules where one learning activity builds on the results of the previous one.

Suggestions for Conducting Feedback Conferences

In *Caring for Infants and Toddlers,* caregivers should be encouraged to take the initiative in scheduling a time to meet with you after completing the overview section or one of the learning activities in a module. When you are working with several caregivers on the same module, the decision on when to meet should be a joint one, because everyone will have to be at the same point in the module at the time of the meeting.

You might post a schedule of times when you are free to meet with staff and encourage caregivers to sign up when they are ready. Here are suggestions for conducting feedback sessions; you can adapt these guidelines to your own style of training and what you know about each caregiver.

- **Review the caregiver's responses in each learning activity ahead of time** to prepare for the conference. This is especially important for learning activities for which you may have to give feedback on inappropriate responses. Consider carefully how to approach the session so that your comments are constructive and do not discourage a caregiver from trying harder.

- **Start the conference with an open-ended question,** such as "how did you feel about this activity?" or "were you surprised by anything you read?" Take a few minutes to discuss each caregiver's responses to your questions.

- **Ask questions to determine the level of difficulty,** such as:
  "Were some parts of the activity easier than others?"
  "Were there any problem areas for you?"
  "Was anything unclear or confusing?"

- **Acknowledge accurate, appropriate responses.** For example: "I like the way you phrased this. You told him clearly what you expected, but you were careful to show him you understood his feelings."

- **Relate the caregiver's responses to information in the text:** "You clearly understood what is discussed in the reading about handling challenging behaviors."

- **Ask questions about inappropriate responses.** Rather than simply correcting these responses, help the caregiver think through why a response is inappropriate and what affect it might have on a child. For example:
  "What do you think is behind the child's behavior? Why might she be acting in this way?"
  "What do you want to see happen?"
  "What message would this statement give to the child?"

- **Help the caregiver arrive at a more appropriate response.** You might say:
  "Let's look back at the text and see if there's another way to phrase this so that it still accomplishes your goals but doesn't make the child feel bad."

Remember that the underlying goal of the feedback conference is to enhance a caregiver's skills and knowledge. If a caregiver has not understood the information presented in the module, use the feedback conference to review and explain the information and promote understanding. You can use the suggestions for extending learning (included with the charts presented in the next section) to help caregivers develop competence.

What Caregivers and Trainers Do in Each Module

The following charts indicate what caregivers and trainers do in each learning activity in the 13 modules. Individual caregivers and trainers have different styles and different kinds of interactions. Thus, these charts do not present hard-and-fast rules to be followed inflexibly. Rather, they show what caregivers are asked to do in each learning activity and suggest constructive ways in which trainers can support caregivers throughout the program. Each chart is followed by suggestions for extending learning.

Module 1: Safe

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about safety and caregiver competence. Write brief responses to situational safety questions. Write brief responses about personal safety experiences. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Ensure Their Safety	Read about typical behavior of infants and toddlers. Write examples of how caregivers can keep children safe.	Review examples recorded by caregiver. Suggest other ways you have seen caregiver ensure children's safety. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Creating and Maintaining a Safe Environment for Infants and Toddlers	Read about creating a safe environment. Use two safety checklists: one to evaluate the safety of the indoor and outdoor environment and one to evaluate the safety of toys and equipment. List items that are unsafe and what needs to be done to improve the safety of the environment. Make changes in unsafe items and record when the changes have been completed.	Review checklists and discuss potential dangers the caregiver identified. Help caregiver plan for making the needed changes. Discuss any materials that caregiver feels are unsafe and what s/he plans to do to make them safe.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Knowing and Following Emergency Procedures	Read about how to handle emergencies and provide first aid. Review the center's emergency procedures and answer questions about what to do in an emergency. Discuss with supervisor questions about center emergency procedures.	Review caregiver's answers to the questions and discuss any items that need clarification. Encourage caregiver to practice emergency procedures on a regular basis. Provide additional resources and training if caregiver needs to learn more about this topic.
IV. Ensuring Children's Safety Away from the Center	Read about preparing for neighborhood walks and walking safely near traffic. Record the center's policies and procedures for ensuring children's safety on neighborhood walks; identify additional safety precautions to ensure children's safety.	Review caregiver's answers to questions on center policy and procedures. Help caregiver implement additional safety precautions.
V. Helping Children Begin to Learn About Keeping Themselves Safe	Read about the importance of good supervision in preventing accidents. Read about how caregivers can help infants and toddlers begin to learn how to do things safely. Identify safety rules for one toy or activity and communicate these safety rules to toddlers. Respond to several questions about the safety rules and how they were communicated to toddlers.	If possible, observe caregiver communicating safety rules to toddlers. Discuss caregiver's responses to the questions. Discuss the need for other safety rules based on materials and equipment in the environment and the developmental stages of the children.

Ways to Extend Learning

Staff Meetings/Workshops

- Have caregivers lie or kneel on the floor to view the environment from the perspective of an infant or toddler and then discuss the experience, noting potential hazards that they discovered.
- Brainstorm with caregivers on ways to make the safety checklist more relevant to the center.

- Provide opportunities for caregivers to role-play how to respond in different emergency situations.

- After the next fire drill, ask caregivers to write a description of what took place, what they did, how the children reacted, and so on. Ask caregivers to share their descriptions, and if applicable, discuss what they might do differently during the next fire drill.

Resources

- Keep a record of items discovered to be potentially dangerous and how they were taken care of at the center. This will provide caregivers with an additional awareness of things to look for in the environment.

- Obtain information on safety from the American Academy of Pediatrics and suggest ways to share the information with parents.

- Obtain free posters and brochures on preparing for and handling emergencies from your local Red Cross and encourage caregivers to use them.

- Distribute information about safety training courses such as Red Cross workshops offered in the community; encourage caregivers to attend.

Classroom Assistance

- Develop and implement a center-wide schedule for ongoing safety inspections of the rooms and outdoor play areas.

- Have caregivers record safety limits for each area (diapering, sleeping, playing, for example) and post them in their rooms.

Module 2: Healthy

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about good health and nutrition and caregiver competence. Write brief responses to situational health questions. Write brief responses about personal health and nutrition. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational and personal health and nutrition questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Good Health and Nutrition	Read about typical behavior of infants and toddlers. Write examples of how caregivers can ensure children's good health and nutrition.	Review examples recorded by caregiver. Suggest other ways you have seen caregiver ensure children's good health and nutrition. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Maintaining an Environment That Promotes Wellness	Read about maintaining a hygienic environment, recognizing the symptoms of common childhood diseases, and what caregivers need to know about HIV. Use a health checklist to assess the environment. List items that need improvement and what s/he plans to do. Make needed changes to make the environment more hygienic.	Review caregiver's completed checklists for accuracy. Discuss changes that caregiver wants to make. Guide caregiver to add other items you think could be improved.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Introducing Good Health Habits to Infants and Toddlers	Read about modeling good health activities and use daily activities and routines for health education. Observe a caregiver and one or two children during a daily activity or routine. Complete an observation summary form to describe what happened, health habits that the caregiver integrated into the activity or routine, and how the caregiver's interactions helped the children develop good health habits. Discuss the observation with the caregiver observed.	If possible, conduct the same observation as caregiver and participate in the discussion after the observation. Discuss caregiver's answers to the questions on the observation summary. Help caregiver recognize the things s/he does to help infants and toddlers develop good health habits.
IV. Introducing Good Nutrition Habits to Infants and Toddlers	Read about feeding infants, eating family-style with toddlers, and planning and conducting food preparation activities. Infant caregivers read "Observations of Caregivers Feeding Infants Applesauce" and answer questions about the reading. Toddler caregivers plan and conduct a food preparation activity and answer questions about what happened during the activity and what they might do differently next time.	For infant caregivers, review answers to questions on the reading. Discuss what caregiver does to make feeding time relaxing and pleasant for infants and, if applicable, what s/he might do differently. If caregiver finds it helpful, observe her/him feeding an infant and provide feedback. For toddler caregivers, offer to assist in collecting resources and ingredients for this activity. If possible, observe caregiver implementing the food preparation activity. Discuss caregiver's written responses to the questions and help caregiver plan ways to incorporate food preparation activities on a regular basis.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
V. Recognizing and Reporting Child Abuse and Neglect	Read the definitions of different kinds of child abuse and neglect and the physical and behavioral signs of each. Also, read about how to recognize child abuse and neglect through conversations and interviews. Select two children in the group who show happiness, sadness, and fear in different ways. Observe the two children for two to three days and keep notes on how the children show that they are happy, sad, or afraid. Use the observation notes to answer questions about the two children.	If asked, help caregiver select two children to observe. Discuss written observations of two children and help her/him compare how they are different. Ensure that caregiver understands that no single sign or clue proves child abuse or neglect, but repeated signs or several signs together should alert her/him to the possibility of maltreatment. Ensure that caregiver knows how child maltreatment is defined in your state.
VI. Reporting Suspected Cases of Child Abuse and Neglect	Read about what caregivers must do to report suspected cases of child abuse and neglect. Complete a chart summarizing the program's policy on reporting child abuse and neglect. Review a checklist of what caregivers should do when getting ready to file a report. Read about how to overcome barriers to reporting. Answer questions about a caregiver's responsibilities for reporting child abuse and neglect.	Ensure that caregiver has a copy of the program's policy and procedures for reporting child abuse and neglect. Review caregiver's answers to the questions and help caregiver compare her/his answers to those provided at the end of the module. Answer caregiver's additional questions, and help alleviate any remaining concerns regarding reporting suspected cases of child abuse and neglect.

Ways to Extend Learning

Staff Meetings/Workshops

- Have caregivers review the center's menus and recommend changes, if necessary, to ensure that foods served to children are high in nutrients and low in fats, salt, and sugar.

- Review the center's policies and procedures for routines such as handwashing, disinfecting toys and equipment, diapering, serving meals, and so on. Make charts to hang in appropriate areas of the room that summarize these procedures. The charts could be illustrated with photographs of caregivers performing these routines.

- If caregivers agree and equipment is available, videotape one or more caregivers eating family-style with the children. Show the videotape at a staff meeting, and use it as a basis for discussing how caregivers can facilitate children' growth and learning during meal times.

- Serve snacks at a staff meeting or workshop that are high in nutrients and low in fats, salt, and sugar. Discuss how caregivers can model good nutrition practices by improving their own eating habits.

- Schedule periodic workshops on recognizing and reporting child abuse and neglect, to ensure that caregivers maintain an awareness of the physical and behavioral signs of maltreatment and that they fully understand their responsibilities as mandated reporters.

Resources

- Keep a file of recipes and plans for caregivers to use in planning simple food preparation activities.

- Obtain these resource materials for child care centers published by the Centers for Disease Control: *What You Can Do to Stop Disease in the Child Day Care Center* and *What You Should Know About Contagious Diseases In the Day Care Setting*.

- Organize a collection of resources on child abuse prevention. Work with caregivers to plan and implement family support activities at the center.

Classroom Assistance

- Record instances of good health practices in the center and practices that need improvement. Use these examples for discussion during a staff meeting, and develop a plan for making the center more hygienic.

- Eat with the children and model ways to make meal times enjoyable and relaxed.

Module 3: Learning Environment

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about the outdoor and indoor learning environment and about caregiver competence. Write brief responses to situational questions about creating and using an environment. Write brief responses about positive and negative personal shopping experiences. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver and her/his learning environment. Review and discuss caregiver's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Create a Learning Environment	Read about typical behavior of infants and toddlers. Write examples of how caregivers can create an appropriate and effective learning environment.	Review examples recorded by caregiver. Identify additional ways caregiver has effectively organized the indoor and outdoor environment. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Creating a Homelike Environment	Read about tips for planning an environment for infants and toddlers, special considerations for toddlers, creating a cheerful and calm environment, and making the room comfortable for adults. Use a checklist to identify ways in which the room feels like a home. Review responses to the checklist to identify what changes are needed and why.	Review responses to checklist to ensure accuracy. Review caregiver's plan to improve the environment. Offer support as caregiver implements changes in the environment to make it more homelike.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Shaping the Messages in Your Learning Environment	Read about the messages infants and toddlers can receive from the arrangement of the environment. Complete a chart identifying messages in the environment and new ideas to try. Discuss new ideas to try with colleagues and agree on changes to make.	Review caregiver's chart of messages in the environment and new ideas to try. Offer to join in the discussion between caregiver and her/his colleagues. Offer to assist in obtaining materials that caregiver may need to make changes. Encourage caregiver to observe children's reactions to the changes.
IV. Selecting and Organizing Toys and Materials	Read about suggested toys and materials that are appropriate for infants and toddlers and about ways to display materials. Complete an inventory of the different kinds of toys and materials in the environment and how they are stored and displayed. List materials to add to the environment, and write a plan for organizing and displaying them. Discuss plan with colleagues.	Review the checklists that caregiver has completed. Discuss the toys and materials that caregiver wants to add and how they will be stored and displayed. Identify potential sources for toys and materials and how you might help caregiver obtain them. Involve caregiver in deciding on new purchases.
V. Using the Outdoors as a Learning Environment	Read about how to create an outdoor environment that allows infants and toddlers to use and develop their senses and their fine and gross motor skills. Conduct two five-minute observations in the outdoor learning environment. Use observation notes to answer questions about how the outdoor learning environment facilitates children's growth and development. Note changes desired and why, and discuss suggested changes with colleagues.	If possible, conduct observations with caregiver and then compare notes about what you saw and heard. Review caregiver's answers to questions. Discuss changes caregiver would like to make and why they will improve the outdoor learning environment. Involve caregiver in deciding on new purchases.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
VI. Planning Your Daily Routines and Schedule	Read about how daily routines are an important part of the day for infants and toddlers and how caregivers can use them as valuable learning experiences. Read about how to plan a daily schedule to meet the needs of infants and toddlers. Write down the daily schedule for the room. Use a checklist to assess this daily schedule. Rewrite the daily schedule, making any necessary changes.	Review the daily schedule that caregiver follows, and discuss how it is working and if any changes are needed. Assist caregiver in revising the schedule if necessary. If possible, observe caregiver to help her/him learn to adapt the original schedule when necessary and to take advantage of "teachable moments."

Ways to Extend Learning

Staff Meetings/Workshops

- Identify indoor activities that can also take place outdoors. Discuss questions such as these: "What do I need to do to take this activity outdoors?" and "How would the experience be different for the children?" Ask caregivers to plan and implement some of the suggestions that arise during the discussion.

- Plan a parents' meeting at which caregivers can talk about how they have set up the environment for children. Decide which topics to emphasize:

  - messages in the environment;
  - how the environment promotes active learning; and/or
  - how to create a homelike environment.

  Help caregivers organize and present useful information to parents.

- Ask caregivers to work in pairs to draw a design for an ideal indoor or outdoor (or both) environment for the children in their care. Ask each pair of caregivers to present their design and talk about why it meets the needs of the children better than the environment they currently work in. Lead a discussion of what elements of their ideal environment can become part of the environment in which they work.

Resources

- Collect materials that caregivers can use to make the environment more homelike: pots and pans, colorful pillows, measuring cups, or interesting pictures, for example.
- Maintain an organized storage area for materials so that caregivers can rotate what they put out on a regular basis.

Classroom Assistance

- Help caregivers organize an orderly, attractive environment by suggesting new arrangements, helping make picture labels, and providing needed materials.
- Assist caregivers in collecting simple dramatic play props.
- Help caregivers notice when individual children are ready for more challenging toys and materials and when toys and materials are too frustrating.

Module 4: Physical

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about gross and fine motor development and about caregiver competence. Write brief responses to situational questions about promoting children's physical development. Answer questions about improving posture and movements and making changes in the environment or schedule so caregivers don't get sore backs and limbs. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational and posture/movement questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Physical Development	Read about the physical development typical of infants and toddlers. Write examples of how caregivers can promote children's physical development.	Review examples recorded by caregiver. Suggest other ways caregiver has demonstrated skill in promoting children's physical development. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Observing Children's Physical Development	Read about how infants and toddlers develop gross and fine motor skills. Review charts listing examples of children's physical behaviors and the average age at which each behavior might be exhibited. Observe and take notes on two children of the same age over a three-day period. Describe differences in development of each child's fine and gross motor skills.	Review caregiver's observation notes and answers to questions. Help caregiver identify the differences in the two children's physical development. Discuss with caregiver how s/he can apply the information learned in this learning activity.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Promoting Physical Development	Read about how caregivers can promote children's physical development by taking advantage of daily routines, by providing opportunities to play with dough, and by taking the children outdoors for active play. Select two children in the group and identify fine and gross motor skills the children are working on. Observe each child interacting with a caregiver during a daily routine. Answer questions about how the caregiver promoted the children's physical development during the routine.	Review caregiver's observation notes and answers to questions. Encourage caregiver to continue to use colleagues as a resource and to serve as a resource her/himself.
IV. Helping Infants and Toddlers Develop Strong Self-Concepts Through Physical Development	Read about how mastering physical skills helps children feel good about themselves. Read about ways caregivers can encourage strong self-concepts through interactions with children and through the materials and activities provided. Read descriptions of children's behavior and decide what activities, materials, and encouragement could be offered to help each child feel successful and competent.	Review caregiver's plans for the activities, materials, and encouragement they would provide for each child. Discuss why each of the caregiver's responses would be appropriate for the child described. If possible, observe caregiver interacting with children and offer feedback on how s/he supports the development of self-concepts.

Ways to Extend Learning

Staff Meetings/Workshops

- Work with a group of caregivers to develop checklists for gross and fine motor skills for the center. Make the checklists part of the program's observation and recording system.

- Copy the child development chart in Learning Activity I on several pieces of flip chart paper. Post the charts in the workshop room, and ask caregivers to brainstorm how they might use the information on infant and toddler development to help children gain physical skills. Discuss the suggested caregiving practices.

- Plan and conduct a "messy activities" workshop in which caregivers play as children would. Include activities such as fingerpainting, water play, food preparation, and playing with dough. Discuss the small muscle skills that children develop through these activities.

- Role-play with caregivers so they can practice ways to encourage children to try new skills. Have two caregivers be children engaged in an activity while a third caregiver provides encouragement. Switch roles so everyone has a turn as the caregiver. Discuss how the "children" felt when the "caregiver" provided encouragement.

- Have pairs of caregivers do a scavenger hunt in their classrooms. Ask them to find as many materials as they can that promote fine or gross motor skills development. Have them discuss how each material develops fine or gross motor skills and what additional materials might be needed.

Classroom Assistance

- Arrange a time to observe specific children and document for caregivers the fine and gross motor skills that children are acquiring.

- Observe any children whom caregivers are concerned about—children who seem to have unusual delays in fine or gross motor skill development. Discuss your observations with the caregivers and help arrange for professional follow-up if necessary.

- Document ways in which caregivers convey positive messages to children. Share your observations at a staff meeting to validate caregivers' positive messages.

Module 5: Cognitive

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about cognitive development and about caregiver competence. Write brief responses to situational questions about promoting children's cognitive development. List five factors that have helped her/him be successful in a personal learning experience. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Cognitive Development	Read about the cognitive development typical of infants and toddlers. Write examples of how caregivers can promote children's cognitive development.	Review examples recorded by caregiver. Suggest other ways caregiver has demonstrated her/his skills in promoting cognitive development. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Helping Infants and Toddlers Make Sense of the World	Read about how infants and toddlers use their senses and other skills to explore and develop an understanding of the world. Read "Toddlers: What to Expect." Observe two children at play or during a daily routine. Use the observation notes to answer questions about what the children might be thinking.	Review caregiver's observation notes and answers to questions. Encourage caregiver to conduct frequent, brief observations of children to better understand what they are thinking and how they are learning about the world. If possible, observe in the classroom, watching what children are doing and saying. Share examples with caregiver of how children are expanding their thinking.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Promoting Thinking Skills	Read about techniques and strategies caregivers can use to help infants and toddlers feel good about themselves as learners. List five examples of what s/he does to help infants and toddlers learn to think during a specific routine.	Review five examples recorded by caregiver. Give praise and suggestions for ways to further expand thinking and learning skills. Help caregiver select developmentally appropriate play materials.
IV. Using the Physical Environment to Promote Cognitive Development	Read about ways in which the physical environment can enhance infants' and toddlers' cognitive growth. Make a toy for the children in the room. Observe a child playing with the toy. Answer questions about what the child was learning.	Upon request, help caregiver decide what to make and gather the necessary materials. If possible, observe one or more children playing with the toy. Discuss caregiver's answers to questions. Suggest additional toys that caregiver might make for the children in her/his room.
V. Helping Infants and Toddlers Become Problem Solvers	Read about the importance of problem-solving skills and what caregivers can do to encourage problem solving. Conduct three observations of children solving their own problems and summarize three instances when the caregiver stepped in to help.	Review caregiver's observation summaries. Discuss when it is a good idea to intervene and when it is best to allow children to solve their own problems. If possible, observe caregiver and document when s/he allowes children to be problem solvers.
VI. Planning Activities That Promote Cognitive Development	Read about guidelines for planning appropriate activities for infants and toddlers. Plan and implement an activity to promote children's cognitive development. Answer questions about what happened and what children learned from the activity.	Support caregiver in planning or gathering materials for activity. If possible, observe caregiver conducting the planned activity. Review caregiver's answers to questions and provide positive feedback and suggestions to further extend learning.

Ways to Extend Learning

Staff Meetings/Workshops

- Help caregivers collect scrap materials and "beautiful junk." Plan a "make-a-toy" workshop in which parents and caregivers can work together to make new toys for the center.

- Offer a workshop on Jean Piaget's first two stages of cognitive development. Encourage caregivers to offer many examples of children's cognitive development.

Resources

- Keep a file box with examples of things infants and toddlers do and say that show how they are learning to think. Encourage caregivers to add to the file. Use these examples for a discussion of how children are making sense of their world.

- Identify some of the resources in your library that will help caregivers plan appropriate activities for infants and toddlers. Share them at one of your feedback sessions.

Classroom Assistance

- During visits to infant and toddler rooms, model ways of interacting with children to extend their thinking.

- Help caregivers assess the appropriateness of the materials in their rooms in light of the children's cognitive skills and abilities.

Module 6: Communication

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about the development of communication skills and about caregiver competence. Write brief responses to situational questions about promoting children's communication. Use a checklist to assess her/his own communication skills. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational questions, and discuss caregiver's self-assessment of communication skills. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Communication	Read about the development of communication skills from birth through age three. Write examples of ways caregivers promote children's communication skills.	Review examples recorded by caregiver. Suggest other ways caregiver has demonstrated her/his skills in promoting children's communication skills. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Understanding How Infants and Toddlers Learn to Communicate	Read about the stages of infant and toddler language development. Observe the language development of two children over several days. Use language assessment checklists to record the observations. Share the completed checklists with another caregiver who also cares for the children.	If possible, observe the same two children that caregiver is observing so you will be aware of their language development. Review and discuss each item on the language assessment checklists. Ask caregiver to give reasons for each answer.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Helping Infants and Toddlers Develop Communication Skills	Read about how caregivers help infants and toddlers learn to communicate by developing a trusting, responsive relationship with each child, preparing an environment that supports communication, and serving as a language model. Use the language checklists from the previous activity to plan strategies and activities that will promote children's language skills. Answer questions about the effects of the strategies and activities.	Review plans based on completed language assessment checklists. If possible, observe caregiver implementing the planned activities and strategies. Provide feedback to caregiver and assist in redesigning or expanding the strategies or activities.
IV. Selecting and Using Books with Young Children	Read about selecting books for infants and toddlers, and review ideas for reading to each age group. Select a book that s/he thinks is appropriate for two of the children in the room. Read the book to each child. Answer questions about each reading experience.	Suggest books that would be appropriate for the children in the room, and suggest ways to use books effectively. Discuss caregiver's experiences in reading to the two children and the differences in how the children responded. Suggest that caregiver review the content and format of the books in the room to assess how appropriate they are for the children.
V. Setting the Stage for Writing and Reading	Read about the development of literacy, the foundations for writing and reading, and how to create an environment that sets the stage for writing and reading. Infant caregivers make a picture collection, use it to promote an infant's language skills, and answer questions about the activity. Toddler caregivers list all the activities done in one week that promote emerging literacy skills of toddlers.	Review and discuss information on the foundations for reading and writing. For infant caregiver, review the items in the picture collection and the answers to questions. Help her/him plan several picture collections for other children in the room. Discuss how this activity is helping a child develop literacy. For toddler caregiver, review the list of activities and discuss how they set the stage for writing and reading.

Ways to Extend Learning

Staff Meetings/Workshops

- Work with a group of caregivers to develop a communication skills checklist for the center. Make the checklist part of the program's observation and recording system.
- Conduct a workshop on how to read books to infants and toddlers.

Resources

- Set up a book-lending library so caregivers can exchange books and share them with parents.
- Work with caregivers to develop a handout for parents outlining the foundations for reading and writing skills and explaining how parents are probably already helping children develop those skills during their daily routines and activities at home.

Classroom Assistance

- Ask caregivers if you can tape-record them during the day so that they can hear how they talk to children. Listen to the tape together, and discuss ways to expand on methods for promoting communication skills.
- Have caregivers identify children who may be experiencing a speech or language delay. Work with them to develop enrichment activities. Make a referral if necessary, and involve the family in planning for the child.

Module 7: Creativity

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about creativity and caregiver competence. Write brief responses to situational questions about promoting creativity. Write brief responses to creative thinking exercises. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational questions and creative thinking exercises. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Creativity	Read about how infants and toddlers develop creativity. Write examples of how caregivers promote children's creativity.	Review examples recorded by caregiver. Share your observations of times when caregiver promoted creativity. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Setting the Stage for Creativity	Read about promoting creativity by interacting with children, using everyday experiences, and allowing children to make choices. Observe and take notes on a colleague's interactions with a child as s/he uses everyday experiences to promote creativity. Use the observation notes to answer questions about what happened. Discuss the activity with the colleague observed.	Review observation notes and caregiver's responses to questions. Discuss with caregiver how s/he can incorporate her/his colleague's practices that promote creativity. Encourage caregiver to add to the chart as s/he completes the remaining learning activities. Help caregiver understand that s/he can promote creativity throughout the day, not just during special music and art "creative" activities.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Using Music and Movement Activities to Promote Creativity	Read about how infants and toddlers respond to music and movement and suggestions for planning music and movement activities. Plan and implement a music or movement activity for an individual child or for a small group of children. Answer questions about the planned activity, what happened when it was implemented, and what changes might be made before trying it again.	If asked, offer assistance to caregiver in planning the activity. If possible, observe caregiver conducting the activity and provide feedback. Encourage caregiver to continue planning and implementing simple music and movement experiences. Discuss the variety of ways music and movement experiences can take place throughout the day.
IV. Planning Art Experiences That Promote Creativity	Read about the different kinds of art experiences enjoyed by infants and toddlers and how to plan successful art activities. Observe and take notes on one child participating in art activities. Plan and implement an art activity based on the child's interests and skills. Answer questions about the planned activity, what happened when it was implemented, and what changes might be made before trying it again.	If asked, offer assistance to caregiver in observing the child or planning the activity. Discuss what caregiver learned about this child's interests and skills. If possible, observe caregiver conducting the activity and provide feedback. Discuss the art experience planned, what happened, whether it matched the level of child(ren) observed, and how caregiver encouraged creativity. Encourage caregiver to continue planning and implementing simple art activities. If appropriate, help caregiver feel comfortable with planning and implementing "messy" activities. Help caregiver collect materials children could use in art activities.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
V. Using Sand and Water to Promote Creativity	Read about introducing sand and water play and providing props that will extend children's enjoyment of these materials. Plan and implement a sand or water play activity for an individual child or for a small group of children. Answer questions about the planned activity, what happened when it was implemented, and what changes might be made before trying it again.	If possible, observe caregiver conducting the activity and provide feedback. Help caregiver find ways to include sand and water play in the daily schedule as often as possible. Help caregiver collect props for sand and water play. Assist in cleaning up after a messy activity; model ways to include children in cleanup.

Ways to Extend Learning

Staff Meetings/Workshops

- Role-play with caregivers how to explain to parents that young children are interested in the *process* of creating more than the product.
- Conduct a hands-on workshop and have caregivers experience different art, sand, and water activities. It's fun, and participants realize that the mess is worth the effort.
- Have caregivers teach each other their favorite children's song or movement activity. Have everyone sing along.

Resources

- Identify resources in the center library that describe creative activity ideas.
- Help caregivers put together a prop box to extend toddlers' sand or water play. For example, to extend play at the sand table you might collect small trucks, small farm animals, fences made from popsicle sticks, and so on.

Classroom Assistance

- Ask caregivers to keep records of each child's creative activities. Encourage caregivers to write examples of the child's creative thinking or problem solving. These records can be reviewed periodically to prepare for a parent conference or to assess the child's development.
- Take photographs of the children engaged in creative experiences. In a "caregiver" area of the center—workroom, break room, coat room, even bathroom—put up an attractive display of these pictures and, if appropriate, a variety of children's creations.

Module 8: Self

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about self-esteem and caregiver competence. Write brief responses to situational questions about building self-esteem. Write brief responses about a personal school experience that helped build self-esteem. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational questions and personal school experience. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Self-Esteem	Read about how caregivers can promote self-esteem by helping infants develop trust and toddlers develop autonomy. Write examples of how caregivers build children's self-esteem.	Review examples recorded by caregiver. Share your observations of times when caregiver promoted children's self-esteem. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Responding to Each Infant and Toddler as an Individual	Read about differences in the ways individual infants respond to situations, typical toddler behavior, and understanding individual children's behavior. Select a child whose behavior s/he does not understand or finds it hard to work with. Answer questions about the child's behavior. Plan and use three strategies for getting to know the child. Summarize what s/he learned and how s/he can build the child's self-esteem.	Review and discuss caregiver's answers to questions about the child. Share your own observations if appropriate. Discuss caregiver's strategies and why they were or were not successful. Encourage caregiver to get to know all the children in the room and to understand her/his feelings about the children.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Supporting the Development of Trust and Autonomy	Read about how infants develop trust, how toddlers develop autonomy, and how caregivers can support children's development of self-esteem. Observe and take notes on his/her own interactions with infants and toddlers that promote the development of trust and autonomy.	Discuss Erikson's theory of social development. Help caregiver understand how trust and autonomy are precursors to the development of a strong sense of self-esteem. If possible, observe caregiver for several hours, focusing on how s/he encourages the development of trust and autonomy. Share your observations, provide feedback, and offer suggestions of ways to build on caregiver's skills.
IV. Helping Toddlers with Toilet Training	Read about the importance of encouraging infants and toddlers to do things for themselves when they are ready and about signs that a toddler is ready to be toilet trained. Select a child who shows signs of being ready for toilet training and develop a plan for helping the child learn to use the toilet, including working with parents, supporting the child, and responding to accidents. Discuss the activity with a colleague or the child's parents.	Review the signs that a child might be ready for toilet training. If possible, observe the selected child and discuss with caregiver the toilet training readiness signs you saw and how caregiver plans to work with the child's parents. Review caregiver's responses to other questions. Help caregiver put the plan into action.

V. Helping Infants and Toddlers with Separation	Read about how infants and toddlers respond to separation based on their stage of development and ways caregivers can help children handle separation. List five ways that s/he helps young children cope with their feelings about separation. List four materials and activities in the room that help children deal with their feelings about separation.	If possible, observe caregiver and take notes on how s/he helps children deal with their feelings about separation. Discuss the notes and provide feedback. Discuss caregiver's responses and what materials and activities help children handle separation. If appropriate, offer suggestions of other toys and materials to help children with separation. Help caregiver understand that children's feelings about separation arise throughout the day, not just at drop-off and pick-up times. Also help her/him understand that dealing with separation is a lifelong task.
VI. Using Caring Words That Help Build Self-Esteem	Read about how important it is for caregivers to talk to children in caring ways that help build self-esteem. Write how s/he might use caring words to respond to a child in different situations.	Acknowledge caregiver's use of caring words; some caregivers may need a lot of encouragement and feedback as they begin to use caring words. Offer feedback and model use of caring words. Discuss caregiver's written examples of the caring words s/he would use in different situations. Encourage caregiver to make and display several signs listing caring words to use in different areas of the room as reminders.

Ways to Extend Learning

Staff Meetings/Workshops

- Discuss materials that caregivers would like to see added to the classroom. These materials should offer greater challenges, allow infants and toddlers to use skills that aren't being used, or provide greater variety. Prioritize the list for use in planning future purchases.
- Conduct a workshop on observation skills, and provide opportunities for caregivers to practice these skills through role playing.

- Invite caregivers to share their observations of a child with low self-esteem. Brainstorm a list of ideas for helping this child develop a more positive self-concept.

Classroom Assistance

- Set up a place where caregivers can keep a folder on each child with notes on their observations and samples of each child's work.

- Post signs in each room to remind caregivers of the words they can use to encourage self-esteem.

Module 9: Social

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Taining Assessment	Read about social development and caregiver competence. Write brief responses to situational questions about social development. Write about specific social skills modeled at the center by caregiver and colleagues. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational questions. Discuss social skills identified by caregiver and validate where possible from your own experience at the center. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Promote Social Development	Read about how infants and toddlers learn to relate to others and what caregivers can do to encourage social development. Write examples of how caregivers can promote social development.	Review examples recorded by caregiver. Share your observations of instances when caregiver promoted children's social development. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Helping Infants and Toddlers Learn Caring Behaviors	Read about caring (prosocial) behaviors and the caregiver's role in promoting the development of prosocial skills. Observe and record three examples of the caring behaviors of children in the group. Identify five examples of how s/he demonstrated or helped children learn caring behaviors.	Review caregiver's observations of caring behaviors, and discuss any other examples you have seen when visiting the classroom. Discuss examples of times when caregiver used or promoted caring behaviors. Again, offer additional examples you have seen. Help caregiver think of other ways to promote caring behaviors for the children in her/his care.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Promoting Infants' and Toddlers' Play	Read about how infants and toddlers play and what caregivers can do support children's social development through play. Observe and take notes while one or more children play with each other or a colleague. Answer questions about what s/he observed, the social skills being developed, and the caregiver's role in promoting children's play.	Review observation notes and answers to questions. Discuss other ways caregiver can extend children's play. Discuss the kinds of dramatic play caregiver has noticed children engaged in and props s/he can provide to extend children's play.
IV. Creating an Environment That Supports Social Development	Read about how the environment can support children's social development. Identify ways that the environment supports social development. Plan and make two changes to the indoor or outdoor environment. Explain how the changes encouraged children's social interactions.	Offer to assist caregiver in collecting dramatic play materials for older infants and toddlers. Review and discuss caregiver's plans for making two changes to the environment and her/his explanation of how the changes encourage interactions. If possible, observe in the classroom to see firsthand how the changes have contributed to children's social interactions. Encourage caregiver to continue assessing how the environment supports social development and making needed improvements.

Ways to Extend Learning

Staff Meetings/Workshops

- Invite caregivers to share at a staff meeting the props and materials they provide to encourage dramatic play.
- Offer a workshop on the stages of normal socio-emotional development.
- Provide a workshop or discussion group for parents that highlights the socio-emotional growth of children.

Resources

- Provide information to caregivers on how to locate professional help for a child who seems to be experiencing severe problems getting along with others.
- Share resources in the center library and children's books on topics related to social development.

Classroom Assistance

- Create a support group for caregivers to discuss children who are having difficulties related to their social development. Encourage them to try new approaches to helping these children.

- Suggest that caregivers look at the library for children's books about caring behaviors.

Module 10: Guidance

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about guidance and caregiver competence. Write brief responses to situational questions about helping children develop self-discipline. Write brief responses about a personal self-discipline experience. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review and discuss caregiver's responses to situational and personal self-discipline questions. Discuss personal experience losing self-discipline and how this experience can help caregiver learn about what children need to gain self-discipline. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Infant and Toddler Development to Guide Behavior	Read about typical behavior of infants and toddlers relevant to developing self-discipline. Write examples of how caregivers can provide positive guidance based on what children do.	Review examples recorded by caregiver. Share your observations of instances when caregiver guided children's behavior in positive ways. Encourage caregiver to add to the chart as s/he completes the remaining learning activities.
II. Guiding Infants' and Toddlers' Behavior	Read about the difference between discipline and punishment and the beliefs that serve as the basis for positive discipline. Read suggestions for guiding infants' and toddlers' behavior. Review examples of typical behaviors of infants and toddlers and suggest positive guidance approaches that caregivers could use to guide their behavior.	If possible, observe in the classroom and give feedback on caregiver's use of positive guidance techniques. Discuss the difference between discipline and punishment. Make sure caregiver understands why it is important to help children develop self-discipline. Review caregiver's responses to examples of typical infant and toddler behavior. Validate appropriate responses and suggest alternatives for any that are inappropriate.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
III. Creating an Environment to Promote Self-Discipline	Consider how room arrangement and the way materials are organized affects the behavior of children and caregivers. Complete a chart about three common behavior problems, possible problems in the environment, and ways to change the environment to help alleviate the problem behaviors. Think about the children in the group and whether they exhibit any of the common behavior problems. Determine the need to make improvements to the environment. Discuss proposed changes with colleagues and trainer.	Review caregiver's completed chart and analysis of the environment. Discuss how the proposed changes will improve the children's behavior. Discuss proposed changes with caregiver and colleagues. Help caregiver make changes and assess results. Encourage caregiver to consider the environment as a factor whenever a problem behavior arises.
IV. Using Words to Provide Positive Guidance for Infants and Toddlers	Read about how caregivers can use language in positive ways to promote children's self-discipline. Review a chart of what a caregiver might say to children in different situations. Write examples of what s/he could say to children in different situations to promote their self-discipline. Write words on a chart and hang in the room as a reminder.	Review caregiver's examples and discuss any you feel are inappropriate. Ask: "How might a child feel if you said this?" or "What might a child think if you said this?" Acknowledge caregiver's progress in using words to provide positive guidance; give specific examples from your observations. Offer suggested alternatives to any negative statements you have heard.
V. Setting Rules and Limits	Read about what caregivers should consider when setting rules and limits for the infants and toddlers in their care. Read about a caregiver setting limits for a child and answer several questions based on the reading. List examples of the limits s/he sets and how they are communicated to the children.	Review caregiver's answers to questions. Review and discuss caregiver's examples of limits and how they are communicated to children. Also discuss how caregiver makes sure that the rules and limits are based on the developmental stages of the children in the group.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
VI. Responding to Challenging Behaviors	Read about challenging behaviors such as temper tantrums and biting that infants and toddlers sometimes use to express feelings. Think of a child who has a challenging behavior. Describe the behavior and how s/he responds. Talk with the child's parents and develop a plan for responding to the behavior. Implement the plan and evaluate the results.	Discuss the meaning of "challenging behavior" and why this term is used instead of "problem behavior." If possible, observe the child with the challenging behavior and share your notes with caregiver. If asked, help caregiver prepare for discussion with the child's parents. Work closely with caregiver as s/he implements the strategy for dealing with the challenging behavior. Check back regularly to discuss whether the strategy is helping. Reinforce caregiver's use of positive guidance methods to respond to challenging behaviors.

Ways to Extend Learning

Staff Meetings/Workshops

- Provide opportunities for caregivers to discuss challenging behaviors with others and brainstorm solutions. Review the center's confidentiality policy in preparation for inevitable discussions of specific children's behaviors.
- Encourage the center director to schedule a parents' meeting where caregivers and parents can discuss typical behaviors of children and appropriate positive guidance techniques that can be used at home. Help caregivers decide the key ideas to be shared with parents.

Procedures

- Ask caregivers to review the classroom rules and rewrite those not written in a positive way.
- Ensure that the center has guidelines for referring a child with possible socio-emotional problems to a professional.

Classroom Assistance

- Arrange for caregivers to visit other classrooms where caregivers are using positive guidance techniques. Ask caregivers to record examples, and make time to discuss the observations.

- Make charts of words that caregivers can use to guide children's behavior in positive ways (Activity IV), and post them in the classroom as reminders.

- Ask caregivers if you can tape-record their conversations and interactions with the children. Listen to the tape together to identify words used to guide children's behavior. Caregivers can use the tape recorder for an additional week to hear how they have improved.

Module 11: Families

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about working with families and caregiver competence. Write brief responses to situational questions about working with families. Write brief responses to questions about the family s/he grew up in as compared to today's typical family. Discuss responses with trainer and a group of colleagues. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review responses to situational questions. Discuss pre-training assessment and validate where possible from group meetings and with your written observations.
I. Developing a Partnership with Parents	Read about getting to know parents, keeping them informed about the program, and suggestions for maintaining strong partnerships with parents. Read "How Parents and Teachers See Each Other." Answer questions related to how s/he feels about sharing a child's care with the parents.	Discuss how caregiver keeps parents informed about the program. Read newsletters, notices, and so forth, and discuss tone, language level, and cultural sensitivity. Help caregiver identify new communication techniques to try. Observe caregiver interacting with parents; give an objective account of what was said and the nonverbal communication that took place. Discuss caregiver's answers to questions related to sharing care. Let caregiver know that you are available to discuss such feelings whenever s/he feels the need.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
II. Sharing the Care of Young Children	Read about the different kinds of information parents and caregivers can share about a child and how to establish a partnership with parents. Select a child and family with whom s/he feels comfortable but would like to get to know better. Let the family know they have been selected. For two weeks, record daily communications with the family, including information shared. At the end of each week, summarize what information was shared and how it helped meet the child's needs. Discuss the activity with the parents and the trainer.	Help caregiver learn ways to help parents be "experts" rather than seeing the child care staff as the "experts." Observe caregiver interacting with selected parents; give an objective account of what was said and the nonverbal communication that took place. Discuss how this activity helped caregiver meet the child's needs. Suggest that caregiver complete an abbreviated version of the activity with the parents of other children in the group that s/he would like to get to know better.
III. Offering Ways for Parents to Be Involved	Read suggestions for helping parents become more involved at the center. Plan and implement a parent involvement strategy. Review the results of the strategy and develop plans to follow up. Discuss the activity with other caregivers in the room and the trainer.	Encourage caregiver to ask parents for ideas. Review caregiver's written strategy; provide reinforcement and suggestions. Offer to help get supplies if needed. Discuss different types of parent involvement with caregiver, and help set realistic expectations.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
IV. Planning and Participating in Parent-Caregiver Conferences	Read about the goals of parent-caregiver conferences and how to plan and participate in them. Complete a conference planning form and conduct the conference. Complete a conference evaluation form, summarizing what happened, information shared, and what s/he would do differently next time.	Help caregiver prepare for the conference by role-playing what will take place. If possible, attend the conference and give feedback on the information presented, tone, body language, and overall success of the interaction. Discuss caregiver's feelings about what took place. Remind caregiver that s/he will relate differently to each parent, and help her/him practice several communication techniques. Discuss the importance of holding regular conferences to discuss a child in depth.
V. Resolving Differences	Read about how to resolve differences in ways that strengthen partnerships with parents. Read three case studies of how differences between parents and caregivers were handled. Describe how s/he might respond in situations when caregivers and parents have differences. Discuss responses with the trainer and a group of colleagues.	Help caregiver understand that it is normal for caregivers and parents to occasionally disagree about infant and toddler caregiving practices. Discuss case studies with caregiver. Ask, "How would you have responded in this situation?" Participate in group discussion with caregiver and colleagues. Discuss with caregiver examples of when s/he disagreed with a parent and how s/he handled the situation.
VI. Reaching Out to Families	Read about recognizing and responding to parents who are under stress. Record examples of times when s/he reached out to parents in response to requests or because s/he noticed that they needed support. Describe the problem, what parents asked for or was needed, his/her response, and the outcome.	Review examples, offer feedback, and answer caregiver's questions about supporting families under stress. Reinforce policies on referrals and confidentiality. Discuss signs of stress in children so s/he can be more observant. Discuss limits of caregiver's role and help her/him know when to ask the center director to refer a family for professional assistance.

Ways to Extend Learning

Staff Meetings/Workshops

- Lead a discussion on similarities and differences between caregivers' families and today's families (from the module overview).
- Offer a workshop on communication techniques.
- Invite (or call) past parents to discuss their feelings about being involved in the center and to ask them for suggestions on parent involvement.
- Hold a workshop on the cultures represented in the center's staff and families.
- Have caregivers role-play a parent conference, handling an angry parent, or resolving differences. Have the group provide feedback and additional ideas.

Resources

- Develop a list of community organizations that caregivers can use for parent referrals (e.g., hotlines, support groups, etc.).
- Provide information on signs and symptoms of various problems (drugs, abuse, depression, etc.) so caregivers are aware of them.

Procedures

- Conduct a survey of all parents to find out what kinds of information they would like to receive from the program and what information about their children they would like to share with caregivers.
- Establish center-wide goals for parent involvement and develop parent involvement strategies to meet the needs and interests of parents.
- Plan a parent/staff appreciation event such as a potluck supper.

Module 12: Program Management

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about caregiver competence in program management. Complete a chart listing common frustrating situations and plans to improve them. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review responses to situational questions and discuss caregiver's completed chart. Discuss pre-training assessment and validate where possible from your own knowledge of the center's operations.
I. Using a Systematic Approach to Observing and Recording	Read why caregivers conduct observations. Review guidelines for observing children systematically and examples of good and bad observations. Arrange for colleague or trainer to observe child four times at the same time s/he observes, over a two-week period. Compare records after each observation and compare all four observations after two weeks.	Make extra copies of the observation form for caregiver and co-observer. If you agree to be the co-observer, conduct and compare observations. If you cannot be the co-observer, plan to conduct (and then discuss) at least one observation of the child at the same time as the caregiver. Note examples of caregiver's accurate and objective recordings that avoid the use of labels. Help caregiver rewrite inappropriate recordings so they are accurate and objective.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
II. Individualizing Your Program	Read about the importance of providing a program that respects each child as an individual. Observe two children at least once a day over a two-week period. Review observation notes to see what s/he has learned about the two children. Use the notes to complete a Guide to Individualizing Your Program. Complete a Guide for each child in the group (optional).	Offer to care for children while caregiver practices observing and recording. Help caregiver draw conclusions about children's strengths, interests, and needs. Discuss the completed Guide (s) and her/his plans for meeting the child's individual needs. Encourage caregiver to work with colleagues to establish a system for regular observations of all the children in the group.
III. Working as a Team to Plan the Program	Read about the importance of each kind of planning—long-range, weekly, and daily; what guides the planning process; how planning is done; and evaluating the program. Review a sample planning form. Work with a colleague to develop a weekly plan. Use the plan for one week, then answer questions to evaluate how it worked.	If possible, sit in on the planning meeting as an observer, not a participant. Later, provide feedback on what took place and how the individuals worked as a team. If appropriate, suggest ways to make sure each person's ideas are discussed and considered. Review and provide feedback on the weekly plan that results from the planning meeting. Read and discuss responses to the evaluation questions. Ask caregiver how the plan provided enough flexibility to meet children's individual needs.

IV. Following Administrative Policies and Procedures	Read about the administrative policies, practices, and procedures most centers have and the types of records that are maintained. Review the center's administrative policies and procedures for completing various kinds of reports. Complete a schedule indicating when reports are due and what caregivers' responsibilities are with regard to completing them.	Obtain copy of center policies and procedures from center director and advise her/him of policies and procedures that are not articulated. Participate with center director in answering questions regarding policies and procedures. Discuss issues of confidentiality. Assist with assignment of tasks for completing records and forms and help caregiver schedule time to complete reports.

Ways to Extend Learning

Staff Meetings/Workshops

- Lead a workshop in which some caregivers role-play being children and others can practice observing and recording behaviors.
- Provide materials and time for caregivers to make toys that match children's strengths, interests, and needs.
- Conduct a workshop on time-management skills.
- Hold a workshop on team building to reinforce the importance of working as a team to care for children.

Resources

- Offer caregivers a variety of observation and recording formats, such as time sampling, event sampling, rating scales, and skills checklists. Encourage them to use the format that best meets their needs.
- Purchase, borrow, or make your own videotapes of children in child development programs. Caregivers can view these to practice their observing and recording skills.

Procedures

- Organize a group of caregivers to review the center's administrative policies, practices, and procedures. Ask them to suggest changes or additions to the documents to make sure they are complete and reflect in a practical way all the center's management functions.
- Provide cabinets, files, and so on where records can be stored.

Module 13: Professionalism

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about what it means to be a professional and the stages caregivers pass through as they become committed early childhood professionals. Write brief responses to situational questions about a caregiver's demonstrated professionalism. Respond to questions about how s/he feels about being a caregiver and aspirations for the future. Discuss feelings and aspirations with the trainer and a group of colleagues. Complete pre-training assessment and list three to five skills to improve or topics to learn more about.	Review your written observations of caregiver. Review responses to situational questions. Discuss her/his feelings about being a caregiver and aspirations. Discuss pre-training assessment and validate where possible from group meetings and your knowledge of caregiver.
I. Assessing Yourself	Complete two readings about being an early childhood professional. Think about and respond to questions about individual skills and abilities. Discuss responses to the questions with two colleagues. Write down what was learned from the exercise. Read about standards of the child care profession, and write a response to one area of interest from NAEYC's *Developmentally Appropriate Practice*.	Supply copies of NAEYC's *Developmentally Appropriate Practice*. Review past observations of caregiver and highlight examples of when caregiver incorporated her/his own interests in work. Point out children's reactions. Identify caregiver's other interests and strengths and discuss how they can be applied to work. Discuss caregiver's reactions to the NAEYC statement.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
II. Continuing to Learn About Caring for Infants and Toddlers	Read about joining professional organizations and other ways to continue professional growth. Review answers to the section in a previous learning activity—Taking a Look at Yourself. Select one item from responses to "I would like to be better at" or "I would like to know more about." Develop a plan to learn more about this item, including sources and contact persons. Read about making plans for continued learning. Develop short-range and long-range plans for professional development.	Provide information about professional organizations. Review goals and assist in making them a reality. Periodically review progress on reaching goals, and provide reinforcement and assistance. Help caregiver build time for training and skill development into her/his schedule. Inform caregiver of classes, lectures, and conferences s/he might like to attend.
III. Applying Professional Ethics at All Times	Review examples of the ethics of caregiving and professional and unprofessional behaviors related to these ethics. Write examples of her/his own professional behavior related to the ethics of caregiving. Write brief responses to four ethical case studies. Discuss responses to the case studies with colleagues and trainer.	Plan a time to discuss ethical case studies with a group of caregivers working on this module. Stress that these are difficult situations and there are no easy answers. Point out examples of ethical behavior of caregivers and parents. Continue discussions of issues as they arise. Praise caregiver for conscientious work habits and ethical behavior.
IV. Becoming an Advocate for Children and Families	Read about how caregivers can contribute to early childhood advocacy. Review actions that early childhood educators can take. Develop a plan for becoming a child advocate.	Discuss current issues with caregiver. Collect articles and bulletins to share with caregiver. Discuss plans and offer to assist caregiver in advocacy efforts. Follow up with information on major issues.

LEARNING ACTIVITY	WHAT CAREGIVER DOES	WHAT TRAINER DOES
V. Taking Care of Yourself	Read about the importance of taking care of oneself. Complete self-assessment of how s/he takes care of her/his physical, emotional, and social well-being. Discuss responses to the questions with two colleagues. Write a brief plan for taking care of her/himself.	When you see caregiver, stress the importance of taking care of oneself. Review caregiver's plans and offer to assist her/him in implementing them. Involve the center director in planning lunches, parties, outings, and so on, that are fun and relaxing for the staff. Be a good model by taking care of yourself.

Ways to Extend Learning

Staff Meetings/Workshops

- Conduct workshops on ethical issues such as appropriate discipline methods, how to deal with parents who disagree with the center's practices, or other topics that caregivers identify as problem areas.
- Hold a discussion about current issues facing child care in the community or state, and discuss ways in which the center can become more involved in advocacy efforts.

Resources

- Provide information on professional organizations and encourage caregivers to join at least one.
- Build a lending library of professional books, journals, and audiovisual materials.
- Find out about classes on stress management, nutrition, assertiveness, or other topics relevant to a caregiver's well-being, and share these materials with staff.

Procedures

- Set up a bulletin board in a staff area for information on important issues in child care: pending legislation, recent studies, newspaper articles, and so on.
- Plan fundraising events to help send staff to conferences.
- Encourage caregivers to organize exercise classes or a walking club during work hours.

III. Assessing Each Caregiver's Progress

Page

Knowledge Assessments 65

Competency Assessments 66

Observing the Caregiver with Children 66

Conducting the Competency Assessment Conference 67

Assessments

Module 1: Safe 69
Module 2: Healthy 73
Module 3: Learning Environment 76
Module 4: Physical 79
Module 5: Cognitive 82
Module 6: Communication 86
Module 7: Creative 90
Module 8: Self 93
Module 9: Social 97
Module 10: Guidance 100
Module 11: Families 105
Module 12: Program Management 109
Module 13: Professionalism 112

BEST COPY AVAILABLE

III. Assessing Each Caregiver's Progress

The knowledge and competency assessments included in this chapter are to be given to caregivers who have successfully completed all the learning activities, including summarizing their progress, in a module. The assessment process enables you to validate that the caregiver has understood the information and is able to demonstrate the applicable skills in a classroom setting. (Trainers using *Caring for Infants and Toddlers* are hereby authorized to reproduce copies of the knowledge and competency assessments for use in assessing a caregiver's progress.)

Having provided feedback on all the learning activities, you will have a good idea of who is ready for assessment and who should repeat one or more of the learning activities. It is best if the decision is a joint one; discuss with caregivers whether they feel they are ready, and if so, schedule a convenient time for the knowledge and competency assessments.

The assessment process is designed to be one more step in the learning process. Try to alleviate any test anxiety that caregivers may have. Explain that if they do not complete either assessment successfully, you will continue to work with them so they can develop the necessary competencies.

You will need to maintain a supply of the assessments; therefore, it might be helpful if you set up a filing system for the assessment sheets.

Knowledge Assessments

The knowledge assessments are paper-and-pencil exercises that test the caregiver's knowledge of the information and concepts presented in the module. The questions are in true/false, multiple-choice, and short-answer formats and are based on the text of the overview and learning activities.

Caregivers will need a quiet space to complete the assessment and approximately 20 to 30 minutes of uninterrupted time. If you know that a staff member will have trouble reading the test and recording answers, perhaps because English is not their primary language, you can offer assistance in reading the questions and documenting the caregiver's responses.

Most adults are eager to know the results of their work. Therefore, try to score the knowledge assessment as soon as possible after a caregiver has completed it. The answer sheets for the knowledge assessments are found in Appendix A. Each correct response receives 5 points, as indicated on the answer sheets. Some questions have more than one part, also indicated on the answer sheets. A perfect score is 100. To complete the knowledge assessment successfully, a caregiver must obtain a score of at least 80 percent.

When a caregiver does not achieve a passing score, review the answers together. You will need to judge how much support the caregiver needs to understand fully the material presented in the module. As stated earlier, the goal is to ensure competence and understanding, not simply to have the caregiver pass the test. You might suggest specific learning activities in the module to be reviewed or provide additional resources. Ask the caregiver to let you know when she or he is ready to schedule a date to retake the knowledge assessment.

Competency Assessments

Modules 1 through 12 include a competency assessment as part of the assessment process. Competency assessments are scheduled times when you observe the caregiver caring for infants and toddlers. While you will probably be visiting classrooms and observing caregivers periodically as they work on the learning activities, the competency assessment is the only time in the training program when you need to complete a written observation of each caregiver.

The caregiver's competency assessment sheet describes the indicators of competence that will be used by the trainer to determine her or his successful completion of the module. These indicators are drawn from the overview, pre-training assessment, and learning activities, and they consist of behaviors that are observable and measurable.

Observing the Caregiver with Children

When a caregiver is ready for the competency assessment, spend a few minutes with her or him reviewing the indicators of competence. Agree on a time for the observation.

The competency assessments for Modules 1 through 3 include several items related to the environment and procedures that are assessed by reviewing documentation and questioning the caregiver. These should be assessed prior to the observation period.

The recommended observation period is approximately one hour, but may vary depending on the time of the day, what the children are doing, the scheduled and unscheduled activities that take place, and so on. You may want to observe at a particular time of day so you can witness a specific routine or activity (for example, you might want to observe feeding time or outdoor play). The competency assessment for Module 11, Families, should be conducted during either drop-off or pick-up times. The competency assessment for Module 12, Program Management, should be conducted while a caregiving team participates in a planning meeting.

In Appendix B you will find trainer observation forms for the competency assessments. These forms are useful in observing caregivers during the competency assessment process. There is a separate observation form for each module that includes a list of the criteria and a place to indicate whether the criteria has been met, partially met, or not met.

Your documentation of the observation is an important aspect of the competency assessment. You will not be able to capture everything that takes place, but the more complete your observation notes, the more data you will have to determine competence. Your observation notes should provide an objective description of what happened that you can share with the caregiver as a basis for assessing competence. To be useful, observation notes should have the following characteristics:

- **Objectivity:** Include only the facts about what happens, not labels, judgments, or inferences. Record only what the caregiver does and says and what the children do and say in response.

- **Specificity:** Record as much information as possible to present a picture of the caregiver's actions. Include details such as the number of children/adults involved, where in the room or outdoors the action is taking place, words and tone of voice used, and so on.

- **Accuracy:** Record the caregiver's and children's actions, verbalizations, and words directly and in the order in which they happen. Try to include direct quotations whenever possible.

- **Completeness:** Include descriptions of activities from beginning to end. Record information about the setting (where in the room or outdoor area the action is taking place), what the caregiver does, the caregiver's words (if any), and the children's verbal and nonverbal responses.

When you have completed the observation, review your notes and score each criterion of competence that you can substantiate from your observation.

Conducting the Competency Assessment Conference

Following your observation, meet with the caregiver to discuss what you saw and heard. If the caregiver has clearly demonstrated the skills identified in the criteria for assessment, the conference will be an easy one. If you feel that the caregiver has demonstrated some of the skills but has not thoroughly understood the information in the module, you will need to handle the conference differently. It is very important for you to decide prior to the conference whether the caregiver has successfully demonstrated competency.

Adult learners generally know when they have not been able to demonstrate the necessary skills to complete an assessment successfully. It is not really helpful for a caregiver to receive a passing grade when she or he still needs more support and training. When that caregiver applies for certification through CDA or goes through an evaluation, she or he is likely to fail. The goal of the assessment is to validate competency. If a caregiving skill has not been mastered, the conference is simply an opportunity to reassess training needs and to provide additional support.

Here are some suggestions for conducting a useful competency assessment conference.

- **Begin the conference by asking for the caregiver's comments.**
  "How do you feel about what took place?"
  "Did everything go as you had planned?"
  "Were there any surprises?"

- **Sort out what went well and what problems existed, if any.**
  "What do you feel went well?"
  "Is there anything you would want to do differently?"

- **Share your observation notes with the caregiver.** "Let's look at my notes on what happened and see what we can learn from them."

- **Review the criteria together.** Ask the caregiver to assess which skills were clearly demonstrated and which ones were not.

- **Give your own assessment.** In one observation it will not be possible to observe all the criteria on the list. However, you will have a good idea of whether the caregiver has understood the information and can demonstrate her or his knowledge in working with children.

- **Give your decision and explain your reasoning.** If the caregiver has clearly demonstrated competence in the functional area and you feel confident

that he or she has understood the information and can apply it consistently in working with children, congratulate the caregiver. If possible, take a few minutes to share your observations of the progress you have seen. If you feel the caregiver needs more support, discuss what form of support would be most helpful, and develop a plan to work together.

The following pages contain copies of the knowledge assessments for all 13 modules and competency assessments for Modules 1 through 12. The appendices include answer sheets for the knowledge assessments and trainer observation forms for the competency assessments.

Knowledge Assessment
Module 1: Safe

Select the best answers for the questions below. Some questions have more than one correct answer.

1. You feel safe when you know that:
   a. _____ no harm will come to you.
   b. _____ you can do something to prevent dangerous situations.
   c. _____ those around you are also concerned about safety.
   d. _____ all of the above.

2. Children begin to feel safe when they:
   a. _____ can stand and walk on their own.
   b. _____ trust their parents and other adults who care for them.
   c. _____ greet strangers warmly.
   d. _____ are punished if they do dangerous things.

3. Children are not always able to prevent possible dangers, so caregivers should:
   a. _____ make lots of rules for children to follow.
   b. _____ keep children in infant seats, high chairs, and playpens most of the day.
   c. _____ lead the children in organized activities all day.
   d. _____ set up an environment that is safe for children to play in and explore.

4. For each of the safety measures below, explain why it helps to keep children safe.
   Developing and posting emergency procedures: _____

   _____

   _____

   Modeling ways to take safety precautions: _____

   _____

   _____

   Storing toys on low open shelves, with the heaviest ones on the bottom: _____

   _____

   _____

Placing climbing toys on soft surfaces: _____

_____

_____

Knowing the skills and abilities of each child in care: _____

_____

_____

5. Give **one** example of what young infants are like and what caregivers should do to keep them safe:

_____

_____

_____

_____

6. Give **one** example of what mobile infants are like and what caregivers should do to keep them safe:

_____

_____

_____

_____

7. Give **one** example of what toddlers are like and what caregivers can do to keep them safe:

_____

_____

_____

_____

8. When selecting safe toys for children, caregivers should consider the following:
   a. _____ Is it unbreakable?
   b. _____ Is it cute and colorful?
   c. _____ Does it have sharp edges, exposed nails, sharp wires, or pins?
   d. _____ Can it be swallowed by a child?
   e. _____ All of the above.
   f. _____ a, c, and d.

9. List **two** examples of items a caregiver should check daily to maintain safety indoors:

_____

_____

_____

10. List **two** examples of item a caregiver should check daily to maintain a safety outdoors:

_____

_____

_____

11. Think of an emergency situation that scares you the most, and then list **three** things you would do to keep children safe in that situation:

Emergency situation: _____

_____

_____

_____

12. When walking with children in traffic, a caregiver should:
   a. _____ remind children of traffic safety rules.
   b. _____ allow all the children who can walk to do so.
   c. _____ let the children run ahead and wait for him or her at the corner.
   d. _____ be sure each child rides in the stroller or child cart or holds an adult hand.
   e. _____ all of the above.
   f. _____ a and d.

Competency Assessment
Module 1: Safe

Before the observation period your trainer will assess whether you do the following successfully:

- Conduct daily and monthly safety checks indoors and outdoors and make sure that unsafe items are repaired or otherwise made safe.
- Arrange the room so there are clear exits.
- Provide toys and equipment are free of peeling paint, jagged edges, or broken parts.
- Arrange toys on low, open shelves with the heaviest items on the bottom shelves.
- State where first-aid supplies are stored.
- State the correct procedures to follow when there is an accident or emergency.
- Maintain up-to-date emergency telephone numbers for parents.
- Post emergency procedures where staff and parents can see them.
- Demonstrate a realistic understanding of safety issues in your written plan and evaluation.

During the observation period your trainer will assess whether you do the following successfully:

- Supervise children at all times; play with children and do not congregate with other adults in one place.
- Respond quickly to children who cry or otherwise indicate they need adult assistance.
- Take safety precautions in a reassuring way without over-protecting or scaring children.
- Use positive statements to remind older infants and toddlers of safety rules.
- Model ways to live safely and be careful.
- Use positive guidance to redirect children from unsafe to safe activities.
- Keep small, easy-to-swallow objects out of children's reach.
- Organize indoor and outdoor areas so infants and toddlers can move freely without bumping into each other or the furniture or equipment.
- Provide duplicates of popular toys to minimize conflicts.

Knowledge Assessment
Module 2: Healthy

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Positive health habits include:
   a. _____ eating foods that are low in fat and sugar.
   b. _____ spending time with friends and family.
   c. _____ following the latest health and nutrition fads.
   d. _____ a and b only.
   e. _____ all of the above.

2. Caregivers teach children about good health and nutrition:
   a. _____ only during planned health and nutrition education activities.
   b. _____ in the course of daily life at the center.
   c. _____ by caring for children who are sick in the center.
   d. _____ none of the above.

3. Because children depend on adults to keep them healthy, caregivers should:
   a. _____ prevent children from putting anything in their mouths.
   b. _____ never let children feed themselves.
   c. _____ plan routines and activities to meet children's health and nutrition needs.
   d. _____ prevent children from touching each other.

4. Why should caregivers place tissues and paper towels where children can reach them?

   _____

   _____

5. Name **two** health benefits that result from taking the children outdoors each day:

   _____

   _____

6. How can a caregiver make a safe solution for disinfecting toys, furniture, and equipment?

   _____

   _____

   _____

7. Name **one** sign that might indicate that a child is being physically abused:

_____

8. What happens to children if nobody reports child maltreatment?

_____

_____

_____

_____

9. Name **three** things you should do when changing diapers to minimize the spread of germs:

_____

_____

_____

10. List **two** ways a caregiver can encourage children to try new foods:

_____

_____

_____

11. List **two** things you can do to improve your own health and nutrition:

_____

_____

_____

12. Name **two** healthy caregiving practices that keep bottle-drinking infants healthy:

_____

_____

_____

13. Describe **two** food preparation activities that a caregiver could do with toddlers that do not require a kitchen:

_____

_____

_____

_____

Competency Assessment
Module 2: Healthy

Before the observation period your trainer will assess whether you do the following successfully:

- Complete a daily health check on each child and recognize signs of common childhood diseases.
- Check the room daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation.
- Arrange the diaper area and/or the bathroom so it is easy to keep sanitary.
- State the applicable laws and program policies related to reporting child abuse and neglect, and describe the signs of possible child maltreatment.

During the observation period your trainer will assess whether you do the following successfully:

- Open windows daily to let in fresh air (if needed during the observation period).
- Clean and disinfect surfaces to be used for food preparation.
- Wash your hands with soap and water upon arrival, before and after eating, before leading a food preparation activity, before and after diapering or toileting a child, after wiping a child's nose, and at other times as necessary.
- Wash children's hands (or help them do it themselves) with soap and water upon arrival, before and after eating, before participating in a food preparation activity, after toileting or diapering, after wiping noses, and at other times as necessary.
- Wash and disinfect toys that fall on the floor (at least daily).
- Place tissues and paper towels where mobile infants and toddlers can reach them.
- Serve age-appropriate, healthy foods that are low in fats, salt, and sugar.
- Participate with children in relaxed "family-style" meals, encouraging children to try new foods.
- Hold and talk to infants while feeding them.
- Help children develop self-help skills in toileting, feeding, toothbrushing, and so on.
- Talk with children about ways to stay healthy.
- Provide a balanced schedule that allows children to get enough exercise and rest.
- Take children outdoors every day.

Knowledge Assessment
Module 3: Learning Environment

Select the best answers for the questions below. Some questions have more than one correct answer.

1. The learning environment includes:
   a. _____ the indoor and outdoor space in which you care for young children.
   b. _____ the furniture and materials in the space.
   c. _____ the children and adults who work and play in the space.
   d. _____ the schedule and routines you follow.
   e. _____ all of the above.

2. Factors that affect the quality of the indoor environment include:
   a. _____ room size, colors, furnishings, and equipment.
   b. _____ how expensive the toys and equipment are.
   c. _____ the people in the room.
   d. _____ all of the above.
   e. _____ a and c.

3. List **two** examples of outdoor activities for infants and **two** for toddlers.

   Infants:_____

   _____

   _____

   _____

   Toddlers:_____

   _____

   _____

   _____

4. List **three** examples of how caregivers can use routines as opportunities for learning:

   _____

   _____

   _____

5. For each area listed below, suggest an item that will help make it homelike.

Entrance or receiving area:_____

_____

Kitchen area:_____

_____

Sleeping area or bedroom:_____

_____

Changing area or bathroom:_____

_____

Play area or living room:_____

_____

Outdoor area or back yard:_____

_____

6. Match the following messages in the environment with the appropriate description of the room.

a. _____	"You belong here, and we like you."	(1)	Information about the day's activities is hung on the bulletin board for parents to read.
b. _____	"This is a place you can trust."	(2)	Household objects are available as play materials.
c. _____	"You can do many things."	(3)	Daily routines are set on an individual basis to meet each child's special needs.
d. _____	"This is a safe and interesting place to explore."	(4)	There are indoor and outdoor spaces for tumbling, climbing, rolling, and other large muscle activities.
e. _____	"This is a place like your home."	(5)	Materials are stored on low shelves so older infants and toddlers can choose the toys they want to use.

Competency Assessment
Module 3: Learning Environment

Before the observation period your trainer will assess whether your environment meets the following standards:

- The environment is arranged so that caregivers can see all the children all the time.
- The room is arranged with spaces for sleeping, eating, playing, diapering, and toileting.
- There are private, soft, and cozy areas in the indoor and outdoor environment where children can be by themselves.
- There are open areas with a variety of surfaces to explore.
- There are platforms, ramps, and low furniture so children can explore and pull themselves up.
- The environment is arranged so children can practice self-help skills.
- The environment includes simple materials for dramatic play.
- Materials are displayed neatly and have labels to show where they belong.
- Different kinds of outdoor experiences are planned every day.

During the observation period your trainer will assess whether you do the following successfully:

- Make sure that toys and decorations reflect the family backgrounds of the children in the room.
- Convey positive messages through the arrangement of the environment (e.g., "this is a safe place; you can find what you need.")
- Arrange materials so children have clear choices and are encouraged to be independent.
- Provide materials and equipment that provide challenges and allow children to experience success.
- Provide materials that are appropriate for the interests and abilities of the children in the room.
- Help children take responsibility for cleanup.
- Adapt the schedule to meet children's individual needs.
- Adapt the schedule to take advantage of unscheduled learning opportunities.
- Allow ample time for daily routines and use them as opportunities for learning.

Knowledge Assessment
Module 4: Physical

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Physical development is:
   a. _____ the increasing ability to control large and small muscles.
   b. _____ gross motor skills such as crawling and walking.
   c. _____ fine motor skills such as holding and pinching.
   d. _____ coordinating movement.
   e. _____ all of the above.

2. Physical growth and development follows a pattern of body control from:
   a. _____ head to toe.
   b. _____ left to right.
   c. _____ fine motor to gross motor.

3. List **two** examples of how a caregiver can encourage strong self-concepts.

   _____

   _____

4. Why might Ms. Bates place a toy a little out of the reach of Inez (7 months)?

   _____

   _____

5. Explain the difference between fine and gross motor skills. Give an example of each.

   Fine motor skills: _____

   _____

   _____

   Gross motor skills: _____

   _____

   _____

6. Give **two** examples of ways children develop and use their fine motor skills during feeding and mealtime:

   _____

   _____

7. Name **two** gross motor skills that children normally acquire between birth and one year of age:

_____

_____

_____

8. Give **two** reasons why a caregiver might use outdoor play time as an opportunity to take a short run around the play yard:

_____

_____

_____

9. Name **three** examples of toys and equipment that help toddlers develop and use their gross motor skills:

_____

_____

_____

10. Give **two** examples of toys or materials caregivers can provide to help toddlers develop eye-hand coordination:

_____

_____

_____

11. List **two** things caregivers can do to avoid sore backs and limbs:

_____

_____

_____

Competency Assessment
Module 4: Physical

During the observation period your trainer will assess whether you do the following successfully:

- Provide safe and interesting objects for children to listen to, taste, pick up and put down, look at, and smell.
- Provide children with opportunities to develop small muscles by grasping, throwing, catching, rolling, pulling, zipping, buttoning, and so on.
- Encourage children to move their bodies.
- Encourage children to develop self-help skills that use large and small muscles.
- Provide space and opportunities for children to explore in a variety of safe spaces.
- Play indoor and outdoor noncompetitive games with children.
- Help children develop an awareness of rhythm through music and movement activities.
- Help and encourage children when they are learning new physical skills.
- Provide a variety of materials and equipment that allow children to practice and develop new gross and fine motor skills.
- Step back to give children the time and opportunities they need to practice new skills.
- Make decisions on when to intervene and when to let a child work out a physical challenge without adult assistance.

Knowledge Assessment
Module 5: Cognitive

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Cognitive development is:
   a. _____ the growing ability to think and to reason.
   b. _____ "coming to know."
   c. _____ a lifelong process.
   d. _____ all of the above.

2. When a toddler calls a worm a caterpillar, the child is:
   a. _____ making a mistake and should be told the right name.
   b. _____ noticing the ways in which a worm and a caterpillar are alike.
   c. _____ not very advanced in cognitive development.
   d. _____ obviously not ready to learn the differences.

3. What are children learning when their caregivers play "peek-a-boo" with them?

   _____

   _____

   _____

4. How should Ms. Moore respond when Kia (18 months) spills her juice over and over?

   _____

   _____

   _____

5. Give **two** specific examples of how each of the following caregiving practices promotes cognitive development.

   Providing opportunities for children to use their senses: _____

   _____

   _____

   Providing a well-organized room: _____

   _____

   _____

Providing many different homelike and familiar objects:_____

_____

_____

6. Why is it important to help children develop and use problem-solving skills?

_____

_____

_____

7. Which of the following questions stretch children's thinking and problem-solving skills?
   a. _____ "What can we do to get that ball out from under the bush?"
   b. _____ "How old are you?"
   c. _____ "Tell me about what you and your Grandma did last night."
   d. _____ "Can you count the toys that the baby in the picture is playing with?"
   e. _____ "What letter is this?"

8. Give **two** examples of what a caregiver can do to help toddlers use language to learn:

_____

_____

_____

9. Give **two** examples of what caregivers can do to help infants use their senses to learn:

_____

_____

_____

10. What does the phrase "means-end" refer to?

_____

_____

_____

11. Give **two** examples of how caregivers can use routines to promote cognitive development:

_____

_____

_____

_____

12. Which of the following statements are false?

a. _____ Caregivers should spend most of the day exposing children to as much information as possible.

b. _____ Children develop social skills such as sharing and cooperating at the same time as they develop cognitive skills.

c. _____ When caregivers help children see themselves as successful learners, they are preparing the children for school and life.

d. _____ Caregivers should promote children's cognitive development by teaching them alphabet and number songs.

e. _____ When children solve their own problems, they feel good about themselves.

Competency Assessment
Module 5: Cognitive

During the observation period your trainer will assess whether you do the following successfully:

- Use knowledge gained through observations to help individual children learn.
- Provide experiences and activities that allow children to use their senses (touch, taste, hear, feeling, and smell) to explore and learn.
- Respect children's different styles of responding to something new.
- Provide assistance when children seem to need an adult's help.
- Allow children to solve their own problems when they don't seem to need an adult's help.
- Answer children's questions and encourage them to continue asking questions.
- Comment on children's activities and successes.
- Show respect for and interest in children's ideas.
- Provide toys, materials, and activities that are challenging and allow children to be successful.
- Encourage children to use language by listening to what they say and responding appropriately.
- Encourage and extend children's dramatic play.
- Respond to children's interest in learning about specific concepts such as object permanence, cause and effect, and means-end.
- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when…") that encourage children to think.
- Talk to children about what you and they are doing during daily routines (for example, "I see you have little goose bumps on your arms. I think you might be cold. Let's put your sweater on").
- Talk with children about what is happening and describe their actions (for example, "When you push on the bottle, it goes under the water. When you let it go, it pops up again!").
- Welcome new and creative ideas.

Knowledge Assessment
Module 6: Communication

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Learning to use language as a way to communicate with others is important because:
   a. _____ it's the only way people communicate.
   b. _____ self-esteem is affected by the ability to put feelings and thoughts into words.
   c. _____ the faster children learn to talk, the sooner they will learn to read.
   d. _____ without language, communication is limited.
   e. _____ understanding and using language is important to cognitive development.

2. Suggest **three** ways that a caregiver can use her or his own language skills to promote children's communication skills:

   _____

   _____

   _____

   _____

   _____

3. In selecting books for infants, caregivers should look for books that:
   a. _____ are small enough for infants to handle.
   b. _____ have clear, large illustrations.
   c. _____ introduce infants to places and things that they don't yet know about.
   d. _____ tell exciting stories.
   e. _____ are filled with pictures of familiar objects.

4. In selecting books for toddlers, caregivers should look for books that:
   a. _____ tell long, complicated stories.
   b. _____ are predictable and have lines that are repeated.
   c. _____ tell simple stories about people, things, and events they are familiar with.
   d. _____ teach toddlers how to behave and obey rules.
   e. _____ introduce beginning concepts such as push and pull or what grows in a garden.

5. Match up the following examples of what a caregiver might do with the examples of what infants and toddlers learn about books.

a. ____	Reading books is enjoyable.	(1)	Point out how the pictures go with the words.
b. ____	Books are related to their lives.	(2)	Allow children to explore books with their senses.
c. ____	What books are like.	(3)	Read the same book again and again if the child asks for it.
d. ____	Books connect words and images.	(4)	Write stories about the children in the room.

6. Why is it important for caregivers to respond to infants' sounds—babbling, crying, whimpering, and cooing?

_____

_____

_____

7. Give **three** examples of what caregivers can do to encourage toddlers' interests in reading and writing:

_____

_____

_____

8. Give **three** examples of toys or materials that encourage infants' communication and **three** that encourage toddlers' communication.

Infants: _____

_____

_____

Toddlers: _____

_____

_____

9. What can a caregiver do to promote the communication skills of a child whose home language is different than his or hers?

10. How does an infant's "babbling" contribute to language development?

Competency Assessment
Module 6: Communication

During the observation period your trainer will assess whether you do the following successfully:

- Pay attention to children's nonverbal communication and help them express their ideas and feelings (for example, "Are you raising your arms because you want me to lift you up?").
- Respond to infants' vocalizations—gurgling, cooing, crying, whimpering—and imitate them.
- Encourage children to try new sounds and words and to communicate with each other.
- Encourage children to hear different sounds in the environment (for example, "Can you hear the raindrops on the windows?").
- Help children learn words they can use to share ideas and feelings (for example, "When you jump up and down and laugh, I know you are happy to see your Grandma").
- Select or make and use books that are appropriate for the ages and interests of the children.
- Play games such as finger plays that involve children in talking and singing.
- Provide a wide variety of paper and writing tools to encourage toddlers' scribbles.
- Accept how each child speaks without correcting her or him.
- Name things for children and describe their own actions to them so they can learn new words.
- Serve as a language model by talking to children using full sentences.
- Model conversation and communication strategies when you interact with other adults.
- Model writing and reading behaviors as a natural part of your classroom work.
- Use and respond to expressions of children whose language is different from yours.

Knowledge Assessment
Module 7: Creative

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Children are more interested in the _____ of creating than in the _____.

2. Ms. Gonzalez is feeding Teresita (10 months) yogurt and bananas. How can she use this routine to encourage creativity?

   _____

   _____

   _____

3. Sara (12 months) puts everything in her mouth. Describe **two** art experiences that would be appropriate for her:

   _____

   _____

   _____

4. Match the following toddler characteristics with the appropriate music, movement, or art experience.

a.	_____ Discovering cause and effect	(1)	Deciding where to paste a fabric scrap on paper.
b.	_____ Increasing motor skills and coordination	(2)	Poking holes in playdough with a spoon.
c.	_____ Striving for competence	(3)	Banging a tambourine on a leg.
d.	_____ Developing social skills	(4)	Learning to sing "Jingle Bells."
e.	_____ Increasing language skills	(5)	Working side by side at an easel.

5. List **two** examples of appropriate music or movement experiences for infants:

   _____

   _____

6. For each age group listed, describe how children might experience water play.

   Infants (6 to 9 months):_____

   _____

   Infants (14 to 18 months):_____

   _____

   Toddlers:_____

   _____

7. Give **three** examples of props for infants and toddlers to use during sand play:

   _____

   _____

   _____

8. List **three** examples of how you support and enrich your own creativity:

   _____

   _____

   _____

9. Give **three** examples of how a caregiver might provide opportunities for infants and toddlers to make choices.

   _____

   _____

   _____

10. Carlos (29 months) has been playing at the water table. He just poured water down the front of his shirt. Mr. Jones should:

    a. _____ make sure he doesn't play there again until he can follow the rules.

    b. _____ call his mother so she can come to pick him up.

    c. _____ tell him to get his dry clothes from his cubby, help him change, and remind him of the rules about keeping the water in the table.

    d. _____ do nothing because it will help him learn to follow the rules in the future.

Competency Assessment
Module 7: Creative

During the observation period your trainer will assess whether you do the following successfully:

- Have a secure and trusting relationship with each child.
- Set up the environment so that children can easily select, replace, and care for materials and equipment.
- Provide the space and time children need to use their creativity.
- Provide sensory experiences to stimulate children's imagination and creative expression.
- Provide toys, materials, and activities that children can use in different ways (for example, blocks, sand and water play, plastic bowls and lids, a wagon).
- Provide simple dress-up clothes and props for dramatic play, and play make-believe games with the children.
- Implement simple, open-ended art activities using a variety of media.
- Implement a variety of planned and spontaneous music and movement activities.
- Use descriptive language when you talk about what you are doing (for example, "Ricardo, feel the cold, smooth skin on this green apple."
- Help children find their own solutions to problems.
- Respond to children in ways that acknowledge their interest in the process of creating rather than the product.
- Ask open-ended questions that encourage creative thinking.
- Step back when appropriate to allow children to explore and create on their own.
- Show respect for children's creativity by waiting until they are finished before asking them to do something else.
- Comment positively on children's creative thinking (for example, "That was a good idea to open both ends of the box—now you can crawl through").

Knowledge Assessment
Module 8: Self

Select the best answers for the questions below. Some questions have more than one correct answer.

1. A child's self-esteem, which comes from her or his daily experiences, develops:
   a. _____ from the time a child can speak and understand words and sentences.
   b. _____ from six months on.
   c. _____ from the time the child knows right from wrong.
   d. _____ from birth.
2. Repeating activities so that children can practice skills:
   a. _____ helps keep children busy for longer periods of the day.
   b. _____ helps children feel successful and competent.
   c. _____ is boring for a child and should not be done.
   d. _____ makes daily and weekly planning easier for caregivers.
3. Rewrite these statements so they will build children's self-esteem.
   a. "Mary, you are getting on my nerves. I think you need a nap."

   _____

   _____

   _____

   b. "You spill your juice every day. Go get a sponge from the sink so you can wipe up this mess."

   _____

   _____

   _____

   c. "Do you want to sit in the corner? Then leave Billy alone."

   _____

   _____

   _____

d. "Every day you cry when your mother leaves. I've told you she'll be back. Now stop that crying."

4. Caregivers can build children's self-esteem by:
   a. _____ showing respect for the children.
   b. _____ modeling an appreciation for various racial and ethnic groups.
   c. _____ expressing surprise and joy when children learn new things.
   d. _____ all of the above.
5. Write a definition of self-esteem:
6. List **three** things you do to enhance children's self-esteem:
7. Why is it important for infants to develop a sense of trust?
8. Give **two** examples of what caregivers can do to help toddlers develop autonomy:
9. What are **two** signs that a toddler might be ready for toilet training?

10. Match the following statements about child development with the appropriate age.

a. ____	The child learns that she or he is a separate human being.	(1)	2 years old
b. ____	The child gets very scared when her or his parents are away.	(2)	10 to 16 months
c. ____	The child is energetic and happy when her or his parents are present and misses them when they are gone.	(3)	4 to 5 months
d. ____	The child is terrified of strangers.	(4)	About 8 months

Competency Assessment
Module 8: Self

During the observation period your trainer will assess whether you do the following successfully:

- Include materials and displays that reflect the local community and the children's cultural and family backgrounds.
- Include homelike materials and pictures of families to help children feel secure.
- Provide activities and experiences based on your knowledge of each child's interests, needs, and skills.
- Meet each child's needs promptly and caringly.
- Hold and talk to children.
- Spend individual time with children.
- Show children that you like them even when they feel unhappy or angry.
- Use gentle physical contact—a hug, a touch, wiping away tears—to show you care.
- Use words and actions to express pleasure and interest in individual children.
- Help children deal with their feelings about being away from their parents.
- Allow and encourage children to make choices (for example, what to eat at snack time, what materials to use, and so on).
- Accept mistakes as natural.
- Show by what you say and do that you respect each child's individuality.
- Recognize when children are ready to learn self-help skills such as feeding or dressing themselves, and plan the day so they have enough time to do these things without adult assistance.
- Help children feel competent by including them in daily routines, repeating activities or games so they can master them, and providing materials that they are ready to master.

Knowledge Assessment
Module 9: Social

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Children learn about how society expects them to behave by:
   a. _____ being told what not to do.
   b. _____ watching adults interact with other adults.
   c. _____ watching adults interact with children.
   d. _____ having strong, positive relationships with adults.

2. When children's needs are met consistently and promptly, the children feel _____ _____ and learn to _____ and _____ others.

3. Describe **three** ways a caregiver can help children learn caring behaviors:

   _____

   _____

   _____

4. Playing peek-a-boo with an infant helps her or him learn _____ an important social skill.

5. List **three** examples of toys or materials toddlers can play with together:

   _____

   _____

   _____

6. Give an example of how the children in your care exhibit the following caring behaviors.

   Showing empathy: _____

   _____

   _____

   Showing generosity: _____

   _____

   _____

   Helping: _____

   _____

   _____

7. Give **two** examples of what a caregiver can do to help toddlers enjoy playing with each other:

_____

_____

_____

8. What are the differences between solitary, parallel, and cooperative play? What kinds of play are typical of infants and toddlers?

_____

_____

_____

_____

9. Laura (10 months) grabs Dionne's (12 months) curly hair. Dionne screams. How might Ms. Lewis respond to help Laura learn about being with other people?

   a. ___ Pick up and comfort Dionne and ignore Laura.

   b. ___ Pick up Laura and put her in her crib. Tell her, "No. You can't do that to Dionne."

   c. ___ Comfort Dionne. Tell Laura, "It hurts when you pull Dionne's hair." Take Laura's hand and show her how to gently touch Dionne.

   d. ___ Wait to see if the two girls can solve their own problem.

10. Match the following examples of typical behavior of mobile infants with an appropriate caregiver action that will encourage social development.

a. ____	They understand more language than they are able to use.	(1)	Help infants define who they they are by helping them protect their things.
b. ____	They like to imitate adults.	(2)	Explain in words what other children might be feeling.
c. ____	They become aware of their own possessions.	(3)	Include infants in conversations.
d. ____	They are sensitive to and interested in each other.	(4)	Provide opportunities for infants to help do simple tasks.

Competency Assessment
Module 9: Social

During the observation period your trainer will assess whether you do the following successfully:

- Meet children's needs according to their personal schedules.
- Respond to infants' sounds and gestures to help them learn how people communicate.
- Talk, make eye contact, and play with children to help them learn how it feels to interact with another person.
- Encourage children to help each other.
- Model positive ways to share, cooperate, help, and interact with others.
- Comment on children's positive social behaviors when you observe them.
- Accept children's feelings while helping them control their actions.
- Help children learn words they can use to express their feelings (for example, talk about your own feelings, talk to children about what you think they are feeling, look at pictures in books and talk about what the people might be feeling).
- Offer toys, materials, and activities that can involve more than one child at a time.
- Arrange the environment so there is space for children to play alone or with one or two others.
- Encourage and extend children's make-believe play by joining in for a while.

Knowledge Assessment
Module 10: Guidance

Select the best answers for the questions below. Some questions have more than one correct answer.

1. People who are self-disciplined can:
   a. _____ accept the results of their actions.
   b. _____ make independent choices.
   c. _____ balance their needs with those of others.
   d. _____ control their own behavior.
   e. _____ all of the above.

2. Caregivers can provide positive guidance by:
   a. _____ telling children **no** whenever they do something inappropriate.
   b. _____ punishing children when they don't obey rules.
   c. _____ telling children they should be ashamed.
   d. _____ providing duplicates of favorite toys.
   e. _____ sticking to a strict schedule for eating, sleeping, and playing.
   f. _____ modeling acceptable ways to express negative feelings.
   g. _____ understanding what are typical behaviors for children at different ages.

3. The most important goal of discipline is:
   a. _____ to make children behave well.
   b. _____ to help children develop inner controls.
   c. _____ to control children's behavior.
   d. _____ to get children to do what adults tell them.

4. Paul (32 months) is at the sand table. He keeps dumping handfuls of sand on the floor. Ms. Moore should:
   a. _____ tell Paul he can't play at the sand table any more.
   b. _____ remind Paul of the rules for the sand table, and ask him to get the broom to sweep up the sand.
   c. _____ give Paul a warning about his behavior.
   d. _____ clean up the sand and make Paul sit by himself for 10 minutes.

5. Rewrite the following statements so they provide positive guidance. There can be more than one correct answer.

   "Hurry up! All the other children have finished eating."

   _____

   _____

   "No! No! Get down off that table."

   _____

   _____

6. Why do the limits set by caregivers encourage toddlers to explore?

   _____

   _____

   _____

7. What is the difference between punishment and discipline?

   _____

   _____

   _____

   Give **one** example of an appropriate way to provide discipline for an infant and **one** for a toddler.

   Infant example:_____

   _____

   Toddler example:_____

   _____

8. When one child bites another, how should a caregiver respond to the child who was hurt and to the child who did the biting?

   To the child who was hurt: _____

   _____

   _____

   _____

   To the child who did the biting: _____

   _____

   _____

   _____

9. List **three** questions you would ask yourself if a child consistently misbehaves. Next, explain how you would find the answers to your questions.

   _____

   _____

   _____

   _____

   _____

   _____

10. Cassie (7 months) likes to grab Ms. Bates' eyeglasses. Which of the following is a developmentally appropriate way to help Cassie develop self-discipline?

    a. _____ Each time Cassie grabs the glasses, Ms. Bates puts her down and says, "No."

    b. _____ Ms. Bates starts wearing contact lenses.

    c. _____ Ms. Bates gives Cassie an interesting item to hold before she picks her up.

    d. _____ Ms. Bates holds Cassie's hands and says, "No, leave my glasses alone."

    e. _____ Ms. Bates takes off her glasses and lets Cassie look through them.

12. Tess (28 months) has used her crayons on the wall several times this morning. Complete the following chart of what Ms. Moore can say to Tess to help her develop self-discipline:

Tell child what happened:	
Describe acceptable behavior:	
Describe unacceptable behavior:	
Suggest a solution:	

Competency Assessment
Module 10: Guidance

During the observation period your trainer will assess whether you do the following successfully:

- Plan the schedule so children don't have to wait too long for their needs to be met.
- Remove temptations or dangerous objects from children's reach.
- Keep toys and other safe materials on low shelves so children can reach them and help put them away.
- Anticipate dangerous situations and arrange the environment so that children can explore freely.
- Organize daily routines to keep waiting to a minimum.
- Redirect children from unacceptable to acceptable activities—when you have to take something away, provide an alternative.
- Help children see the consequences of their actions.
- Use the word "no" sparingly.
- Give children chances to make real decisions and choices.
- Try to understand the reasons for a child's misbehavior.
- Help children learn to use words to tell others how they feel.
- Model appropriate ways to express feelings.
- Make up opportunities for toddlers to say "no " (for example, ask them silly questions—"Do we put our socks on our ears?").
- Use simple, positive reminders to state rules and limits—tell children what they **can** do rather than what they **cannot** do.
- Offer an angry or frustrated child a soothing activity such as play dough or water play.

Knowledge Assessment
Module 11: Families

Select or provide the best answers for the questions below. Some questions have more than one correct answer.

1. The most important people in a child's life are his or her_____.

2. Parents and caregivers have the following in common:
   a. _____ They are child development experts.
   b. _____ They know exactly what the child needs.
   c. _____ They have genuine concern for the child's well-being.
   d. _____ They always know the reasons for the child's behavior.

3. Give **two** examples of things caregivers can do to maintain strong partnerships with parents:

   _____

   _____

   _____

   _____

4. When a parent asks for advice about introducing solid foods in a child's diet, how might a caregiver respond?

   _____

   _____

   _____

   _____

5. Give **two** examples of information about a child that is likely to be provided by a parent and **two** provided by a caregiver:

   Parent: _____

   _____

   _____

   Caregiver: _____

   _____

   _____

6. When Mrs. Wright comes to pick up two-year-old Tanya, she asks the caregiver about Tanya's day. Which of the following is the most appropriate caregiver response?

   a. _____ "Once she stopped hitting Michelle, Tanya had a good time playing house."

   b. _____ "Tanya had fun playing house with Michelle. They had a little trouble when they both wanted to use the same doll, but they solved their problem without my help."

   c. _____ "Tanya must have gone to bed late last night. She was really mean today."

   d. _____ "Tanya's day was fine."

7. Parents are interested in many kinds of information about their child's life at the center. List **two** examples:

   _____

   _____

   _____

8. What are **two** things a caregiver might do to **plan** a successful parent-caregiver conference?

   _____

   _____

   _____

9. What are **two** things a caregiver might do to **conduct** a successful parent-caregiver conference?

   _____

   _____

   _____

10. State **one** way you could involve parents who can't come to the center during the day:

    _____

    _____

11. Describe **two** ways you provide support to families:

    _____

    _____

    _____

12. Describe how you resolved a difference with one of the children's parents:

Competency Assessment
Module 11: Families

During the observation period (either at drop-off or pick-up time), your trainer will assess whether you do the following successfully:

- Share with parents information about their child's routines and activities—feedings, naps, play times, interactions, and so on.
- Share with parents some good news about their child's day.
- Listen when parents share information about their child's evening or weekend.
- Involve parents in making decisions about their child's care.
- Suggest ways to extend learning at home.
- Respond to parents' questions and concerns about their child's development.
- Work with parents to plan strategies for handling a behavior or responding to a child's readiness to learn a new skill.
- Share information with parents about current activities at the center.
- Share information with parents about future plans.
- Help parents feel more involved in the program.
- Provide support for families under stress (if an opportunity arises during the observation period).

Knowledge Assessment
Module 12: Program Management

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Effective management requires caregivers to work with _____ to plan the program.

2. Caregivers can get to know children as individuals by using:
   a. _____ any method they have developed that tells them something about children.
   b. _____ a systematic approach for observation.
   c. _____ a skills checklist that they complete at the end of the year.
   d. _____ only information from individual rating scales administered by psychologists

3. State **three** reasons why caregivers observe children:

   _____

   _____

   _____

   _____

4. Describe the system you use to observe children systematically:

   _____

   _____

   _____

   _____

5. Recordings of children's behavior must be _____ and _____. (Select two responses.)

6. Individualizing a program for children means:
   a. _____ spending 20 minutes a day working with each child on a one-to-one basis.
   b. _____ planning only activities in which every child can participate successfully.
   c. _____ using what you know about each child as you plan for each day.
   d. _____ planning activities based on things children don't do well.

7. After a planned activity is completed, caregivers should take time to _____ what happened.

8. Rewrite the following recording so that it is appropriate:

   Germaine (11 months) was very aggressive again today. She crawled quickly over to Brett (12 months), grabbed the toy from his hand, and made him cry.

   _____

   _____

   _____

9. For each of the following categories, give **two** examples of what caregivers might include in their weekly plan.

   Changes in the environment: _____

   _____

   Special activity: _____

   _____

   Target children: _____

   _____

   Caregiver responsibilities: _____

   _____

10. Describe your center's policy and procedures for **two** of the following items:
    - Caring for sick children
    - Reporting children's accidents or injuries
    - Taking children on a neighborhood walk
    - Closing for bad weather
    - Guiding children's behavior

    _____

    _____

    _____

    _____

    _____

Competency Assessment
Module 12: Program Management

During the observation period your trainer will assess whether you do the following successfully:

- Use objective and accurate recordings conducted at several different times of the day to individualize the program based on children's needs, skills, and interests.
- Use recordings to plan for a variety of areas, including fine and gross motor skills, cognitive skills, language development, creativity, self-discipline, self-help skills, self-esteem, and social development.
- Use information learned about each child in daily interactions.
- Use information about individual children provided by parents.
- Identify suggested toys, materials, or caregiving techniques on the basis of each child's interests, skills, and needs.
- Identify challenging activities on the basis of each child's interests and recent successful experiences.
- Evaluate the program to determine what happened during each day, how each child's learning and development was facilitated, and what changes should be made in the environment.
- Complete a planning form that specifies the week's goals, changes in the environment, special activities, individual children to focus on, and caregiver responsibilities.

Knowledge Assessment
Module 13: Professionalism

Select the best answers for the questions below. Some questions have more than one correct answer.

1. A professional is someone who:
   a. _____ charges a fee for his or her services.
   b. _____ went to college.
   c. _____ is certified by the state.
   d. _____ uses specialized knowledge or skills to do a job.

2. The benefits of maintaining a commitment to professionalism include:
   a. _____ building greater respect for the child care field.
   b. _____ helping children grow, develop, and learn.
   c. _____ helping you feel competent and effective.
   d. _____ all of the above.

3. List **two** strategies you use to continue learning about caring for infants and toddlers:

   _____

   _____

   _____

   _____

4. Setting goals for your professional growth:
   a. _____ makes you feel that you are making progress.
   b. _____ guarantees that you will make progress.
   c. _____ is a waste of time when you have a lot of resources available.
   d. _____ should include only things you aren't good at.

5. Give **two** examples of what you plan to do to contribute to child advocacy efforts:

   _____

   _____

   _____

   _____

   _____

   _____

6. Match the following descriptions of standards with the correct source.

a.	_____ A center accreditation process conducted by the National Association for the Education of Young Children	(1)	CDA Competency Standards
b.	_____ Descriptions of practices that are suitable for children at particular ages and stages of development	(2)	Center Accreditation Program (CAP)
c.	_____ Definition of 13 key skill areas needed by early childhood caregivers	(3)	Developmentally Appropriate Practice

7. Which of the following caregiver behaviors **are** ethical?
   a. _____ Taking a sick day when your mother comes to visit you.
   b. _____ Avoiding children you don't like.
   c. _____ Helping parents understand why their infant isn't walking yet.
   d. _____ Wearing comfortable old jeans and a torn sweatshirt to work.
   e. _____ Learning about another culture when a child from that culture joins your group.
   f. _____ Talking about a toddler's temper tantrum in front of another child's parents.
   g. _____ Maintaining accurate written records about each child.
   h. _____ Comforting a child who misses his or her parents.
   i. _____ Writing a letter to your congresswoman in support of child care legislation.

8. Ms. Kim has been a caregiver for 10 years. What are **two** reasons why she needs to keep learning about child development and caregiving practices?

   _____

   _____

9. **Four** caregiving topics I want to learn more about are:

   _____

   _____

   _____

   _____

10. For each area listed below, give one example of something you did this week to take care of yourself.

    Physical well-being: _____

    _____

    Emotional well-being: _____

    _____

    Social well-being: _____

    _____

    Intellectual well-being: _____

    _____

11. Describe what being an early childhood professional means to you:

    _____

    _____

    _____

    _____

    _____

    _____

Appendices

Page

A. Answer Sheets for Knowledge Assessments 117

B. Trainer Observation Forms for Competency Assessments 139

C. Tracking Forms 167

D. CDA Competency Goals and Functional Areas 173

E. Publishers and Distributors of Early Childhood Resources 177

BEST COPY AVAILABLE

Appendix A

Answer Sheets for Knowledge Assessments

Module 1: Safe

Give 5 points for each correct answer.

1. d 2. b 3. d

4. There are five parts to this question, each worth 5 points. Possible correct responses include the following:

   a. Caregivers should develop emergency procedures so they will know what to do if an actual emergency occurs. Well-thought-out plans will allow a caregiver to respond to an emergency quickly and calmly. Posting the plans helps all the caregivers become familiar with them and serves as an ongoing reminder of emergency procedures.

   b. Young children learn about safety from their caregivers and parents. For example, when caregivers talk to children as they fasten safety straps on highchairs and strollers, the children learn about safety.

   c. Toys should be stored where children can see them, select which ones they want to play with, and reach them easily. Shelves are less likely to tip if the heaviest items are stored on the bottom.

   d. Young children love to climb but aren't always able to do so without falling. Children are less likely to hurt themselves if they fall on soft cushions or carpeting that a provider has placed under the climber. Outdoors climbers should have wood chips or some other soft surface underneath.

   e. It is extremely important for caregivers to know the skills and abilities of the children in their care because children grow and develop very quickly. A toy or piece of equipment that was safe one week can quickly become unsafe as a child develops new skills.

5-7. One response is required for each of these three questions. Each response is worth 5 points. There are many possible correct answers. The examples of what caregivers should do to keep children safe should be directly related to the examples of what children are like. Discuss these answers with the caregiver to make sure he or she understands the relationship between child development and safe caregiving practices.

8. f

9. Two responses are required, each worth 5 points. Any two items from the daily indoor safety checklist would be correct answers. If the caregiver provides answers that are not on the checklist, ask him or her to tell you why checking these items will help maintain a safe indoor environment.

10. Two responses are required, each worth 5 points. Any two items from the daily outdoor safety checklist would be correct answers. If the caregiver provides answers that are not on the checklist, ask him or her to tell you why checking these items will help maintain a safe outdoor environment.

11. Three responses are required, each worth 5 points. There are always potential emergency situations that scare caregivers. Discuss the answers with the caregiver.

12. f

Module 2: Healthy

Give 5 points for each correct answer.

1. d 2. b 3. c

4. One response is required, worth 5 points. The following is a possible correct response.

   Caregivers should place tissues and paper towels where children can reach them to encourage self-help skills. Mobile infants and toddlers can learn to help keep themselves healthy by wiping their own noses and washing and drying their hands.

5. Two responses are required, each worth 5 points. Possible correct responses include:

   - Children have opportunities to release energy and exercise their developing muscles.
   - Children benefit from being in the fresh air.

6. A safe disinfectant solution can be made by adding 1 tablespoon of bleach to a quart of water. (5 points)

7. One response is required, worth 5 points. Possible correct responses include:

   - Injuries to elbows, chins, noses, foreheads, and other bony areas.
   - Bruises and marks on the soft tissue of the face, neck, buttocks, upper arms, thighs, ankles, backs of legs, or genitals.
   - Swelling of the abdomen or head.
   - Showing extreme concern when another child is crying.
   - Showing no interest in other people; not crying or trying to get attention.
   - Crying, screaming, or refusing to go home with a parent or other caretaker.

8. If a child's maltreatment is not reported, it is likely that it will continue and perhaps escalate. (5 points)

9. Three responses are required, each worth 5 points. Possible correct responses include:

   - Wrap and seal disposable diapers before discarding them.
   - Seal soiled cloth diapers in plastic bags and give to parents to launder at home.
   - Disinfect the changing table after each use.
   - Wash children's hands after diapers are changed.
   - Wash your own hands after changing a diaper.
   - Set up the changing area away from the eating area to prevent contamination of food.

10. Two responses are required, each worth 5 points. Possible correct responses include:

    - Serve family-style meals so children can serve themselves as much they would like to eat.
    - Plan and conduct simple food preparation activities.
    - Serve as a model by tasting the food yourself.
    - Offer verbal encouragement.
    - Offer a wide variety of finger foods so children can feed themselves.

11. Two responses are required, each worth 5 points. Possible correct responses include:

    - Decrease unnecessary stress in your life.
    - Get exercise more often.
    - Quit smoking.
    - Use relaxation techniques.
    - Drink less alcohol.
    - Eat more foods low in salt, fats, and sugar.
    - Get enough sleep each night.

12. Two responses are required, each worth 5 points. Possible correct responses include:

- Label bottles so infants drink from their own bottles.
- Refrigerate bottles upon arrival.
- Refrigerate bottles promptly when an infant is finished with the bottle.
- When infants take bottles to bed, make sure they are filled with water, not milk or juice.

13. Two responses are required, each worth 5 points. Possible correct responses include:

- Cutting up fresh fruit.
- Tearing lettuce.
- Spreading cheese or peanut butter on crackers or vegetables.
- Scrubbing fresh carrots.
- Stirring fruit into yogurt.
- Anything that can be made in a blender, a toaster oven, or an electric frying pan.
- Making a dip for vegetables or crackers.
- Making orange juice.

Module 3: Learning Environment

Give 5 points for each correct answer.

1. e 2. e

3. Two responses are required for each age group. Each answer is worth 5 points, for a total of 20 points. Possible correct responses include the following:

Infants:

- Watch shadows created by the sun.
- Crawl on a blanket on the grass.
- Watch and listen to the wind.
- Feel a variety of natural textures.
- Watch and reach for items on fence.
- Go for a ride in a stroller.
- Go for a walk in a caregiver's arms.
- Smell flowers or herbs.
- Crawl on a texture path.
- Practice cruising along a chain link fence.

Toddlers (many of the responses above also apply to toddlers):

- Climb on a low platform or climber.
- Use riding toys.
- Run, jump, and use gross motor skills.
- Push and pull wagons and wheelbarrows.
- Kick and throw balls.
- Paint.
- Run after bubbles.
- Play in the sand box.
- Engage in water play.
- Wash dolls and doll clothes.

4. Three responses are required, each worth 5 points. Possible correct responses include:

   - Talking to children about what you are doing during diapering and other routines
   - Giving children opportunities to participate in getting dressed (pulling up socks, pulling down pants, putting arms out to go in sleeves, zipping a coat)
   - Giving children real "chores" to do (wiping up spills, sweeping, washing the table, putting out napkins)
   - Smiling and singing to infants
   - Using words such as wet and dry to describe a routine
   - Taking time to make a routine an interesting experience
   - Using routines as opportunities to get to know individual children

5. One response is required for each area. Each correct answer is worth 5 points. Possible correct responses include the following:

   Entrance or receiving area:

   - An adult-height counter to make dressing and undressing easier
   - Cubbies labeled with each child's name and picture
   - Interesting pictures on the wall
   - Bulletin boards
   - A clock

   Kitchen area:

   - Child-size table and chairs
   - Highchairs
   - A comfortable place for caregivers to sit with children
   - Pots and pans and other food preparation items
   - Sponges, mops, and other clean-up items
   - Pictures on the wall

   Sleeping area or bedroom:

   - Cribs and cots or mats
   - Storage places for linens and special items from home
   - A rocking chair
   - Mirrors, pictures, and crib mobiles
   - Pictures on the wall

   Changing area or bathroom:

   - A large, sturdy changing table
   - Pictures or mobiles hung where children can see them
   - A shelf so supplies are easy to reach
   - Low toilets and sinks
   - Places to store each child's diapers and extra dry clothes

   Play area or living room:

   - Sofa, chair, pillows, and caregiver laps
   - A large rocking chair for rocking and feeding infants
   - Places to play alone or in small groups
   - Books about babies, families, toys, and familiar objects
   - Pictures of children and their families
   - Plants and flowers out of children's reach
   - Dolls
   - Different levels

- Different textures
- Space for active play
- Record or CD player, tape recorder, simple musical instruments
- A quiet space for using playdough or toys

Outdoor area or back yard:

- Different levels and textures to touch, crawl, and climb on
- Ways to separate noncrawlers from crawling and walking children
- Trees or shelters for shading children from the sun
- Smaller areas for playing in the sand, gardening, and water play
- A safe surface for riding toys and wheeled toys

6. a (1) b (3) c (5) d (4) e (2) (Each correct response is worth 5 points.)

Module 4: Physical

Give 5 points for each correct answer.

1. e 2. a

3. Two responses are required, each worth 5 points. Possible correct responses include:

   - Respect children's individual differences and praise their progress without making comparisons to other children. For example: "Jettie (20 months), you came down the slide by yourself."
   - Teach a child how to do something. For example: "Ned (15 months), turn over your spoon so you can use it to scoop out the yogurt."
   - Give verbal reassurance to a child who is frightened or reluctant. For example: "Hugo (15 months), I will hold your hand while you jump off the pillows."
   - Allow children to work on a new skill without interruption. For example: "Ms. Neuberger, let's watch to see if Jermaine (24 months) can put his shoes on without our help."
   - Encourage children to try new activities. For example: "Candyce (32 months), would you like to carry this juice pitcher to the table?"
   - Recognize when a child does not feel comfortable trying something. For example: "Isolina (28 months), if you don't want to play in the loft, that's okay. Maybe you would like to use the playdough."
   - Give a child a suggestion of how to overcome an obstacle so he or she doesn't get too frustrated. For example: "Mariah (30 months), use both hands to squeeze the water out of the sponge before you wipe the table. Then the table won't get too wet."

4. Ms. Bates might place an object a little out of the reach of Inez to encourage her to move and get it.

5. Two responses are required, each worth 5 points. Possible correct responses include:

   Fine motor skills are movements using the small muscles of the body, hands, and wrists. Examples include picking up small items with thumb and forefinger, holding a paintbrush, using a spoon, putting pop beads together, taking a cover off a container, piling blocks, turning the pages of a book, and so on.

Gross motor skills are movements using the large muscles of the entire body or large parts of the body. Examples include running, hopping, jumping, climbing, riding a bike, pulling a wagon, rolling over, crawling, getting in and out of a chair, kicking a ball, pulling up to standing, and so on.

6. Two responses are required, each worth 5 points. Possible correct responses include:

   - Stroking or holding a bottle
   - Reaching for a caregiver's glasses or necklace
   - Picking up small pieces of food with thumb and forefinger
   - Holding crackers or other finger foods
   - Holding a spoon and dipping it into food
   - Pouring juice
   - Wiping the table
   - Sweeping with a broom
   - Using a fork and other utensils
   - Carrying food to the table and dirty dishes away from the table
   - Passing plates and bowls to others
   - Folding napkins
   - Turning on water and washing hands

7. Two responses are required, each worth 5 points. Possible correct responses include:

   - Control of head
   - Turning over from belly to back and back to belly
   - Sitting alone
   - Crawling
   - Pulling self to standing
   - Standing without holding onto anything
   - Walking (some, not all, children)

8. Two responses are required, each worth 5 points. Possible correct responses include:

   - Getting some exercise is refreshing and helps the caregiver respond better to children's needs.
   - The caregiver is showing the children that adults enjoy using their large muscles, too.

9. Three responses are required, each worth 5 points. Possible correct responses include:

   - Wheel toys to push, pull, and ride on
   - Balls of different sizes
   - Tunnels or cardboard boxes to crawl through and in and out of
   - Climbers, slides, and swings
   - Rocking boats
   - Low balancing board
   - Bean bags to throw into containers
   - Items to help carry outdoors or in the room
   - Hollow blocks
   - Pillows to jump on
   - Places and opportunities to run
   - Pull-toys to walk with
   - Music to move and dance to

10. Two responses are required, each worth 5 points. Possible correct responses include:

    - Simple puzzles
    - Painting at an easel
    - Fingerplays
    - Manipulatives such as large Legos, snap beads, or lacing boards

- Containers and things to put in and take out of them
- Meals served family-style so children can serve themselves
- House corner dress-up clothes and props

11. Two responses are required, each worth 5 points. Possible correct responses include:

    - Keep lower back straight and avoid slouching when sitting or standing.
    - Put one foot up on stool or step when standing for a long time.
    - Bend knees, not back, when leaning forward.
    - Wear low-heeled, comfortable shoes.
    - Bend knees, tuck in buttocks, and pull in stomach muscles when lifting child or heavy object.
    - Avoid twisting when lifting or lowering a child or heavy object. Hold child or object close to body.
    - Avoid standing for long periods of time with child on hip.
    - Use a low chair with an adult-sized seat and backrest.
    - When possible, use adult-sized tables and chairs during time away from the children.
    - Relax during morning and afternoon breaks; do some stretching exercises.

Module 5: Cognitive

1. d 2. b

3. When caregivers play "peek-a-boo," infants begin to develop object permanence—an understanding that objects or people still exist even when they are out of sight. (5 points)

4. Ms. Moore should try hard to be patient as Kia is learning about cause and effect—when she pushes or drops her cup, the juice spills out. Her actions (the cause) have an effect (the juice spills out). Ms. Moore can help Kia clean up the spill and try to distract her by offering other toys and activities that will allow her to observe and understand the concept of cause and effect. (5 points)

5. Two correct responses are required for each item. Each answer is worth 5 points, for a total of 30 points. Possible correct responses include the following:

    - Providing opportunities for children to use their senses:
        - water and sand play
        - food preparation
        - bells, instruments, pots and pans, and other things that can be used to make noise
        - playdough
        - walks around the play yard or neighborhood
        - interesting things hung where children can see and touch them
        - pillows covered in different textures for children to crawl on

    - Providing a well-organized room:
        - toys and materials displayed on low, open shelves
        - picking up several times a day so the room doesn't get overly cluttered
        - toys and other things stored near where they will be used (books in the book corner near the big pillows, blocks near an open space for building)

    - Providing many different homelike and familiar objects:
        - simple dress-up clothes and props
        - pots, pans, and large spoons
        - dishes and utensils
        - comforting items from home
        - pictures of children and families
        - mirrors
        - comfortable places to sit

6. Infants and toddlers are developing their self-images. When they learn to solve their own problems, they feel competent and feel good about themselves and their abilities. (5 points)

7. a and c (Give 2-1/2 points for each correct response.)

8. Two responses are required, each worth 5 points. Possible correct responses include:

   - Extend toddler's statements. For example, if a toddler says, "cup," a caregiver could say, "Yes, that's a tall, red cup."

   - Help toddlers learn words they can use to express their ideas and feelings. When a child seems sad, a caregiver might say, "I think you are feeling sad because your Mom just left," or "You feel angry because Tony took your car away from you. Tell him how you feel, and ask him to give it back."

   - If you don't know the child's home language, learn to speak a few familiar phrases and use them when you talk to the child.

   - Talk to children about what you are doing. For example, "I'm hanging up some clean sheets of paper so the children can paint. I'll use these big clips to attach the paper to the easel."

9. Two responses are required, each answer worth 5 points. Possible correct responses include:

   - Provide safe, soft, washable, colorful toys for children to look at and suck on.
   - Talk with infants and respond to the sounds they make.
   - Give infants many opportunities to study the faces of caregivers.
   - Hang interesting things where infants can see them.
   - Give infants finger foods they can squish in their hands.
   - Talk about how different foods smell.
   - Arrange the environment so infants can move about safely.

10. "Means-end" refers to using one object to get another. A tool or action is used to reach a certain end or goal. For example, a child might pull on a string to bring a toy closer, use a stick to get a ball out from under a bush, or pull on the corner of a blanket to pull it out of a cubby. (5 points)

11. Two responses are required, each answer worth 5 points. Possible correct responses include:

   - Talk to children about what they are eating and drinking.
   - Hold infants close and look into their faces while feeding them bottles.
   - Wear beads, scarves, and colorful clothes that infants can explore when they are held.
   - Talk to children about what they are doing. For example: "First I'm going to untape the old diaper, then I will lift up your legs so I can pull it out from under you".
   - Play peek-a-boo with a diaper while changing an infant.
   - Give toddlers opportunities to use their self-help skills.
   - Encourage toddlers to help keep the room clean.

12. a and d (Give 2-1/2 points for each correct response.)

Module 6: Communication

Give 5 points for each correct answer.

1. b, d, and e (Give 1 point for one correct response, 3 for two, and 5 for three.)

2. Three responses are required, each worth 5 points. Possible correct responses include:

   - Talk often, using a normal tone of voice and using adult English.
   - Talk to children about what they are doing, and name things for them.
   - Use words with interesting sounds even though children may not be able to say them, for example, spaghetti, somersault, or petunia.
   - Talk with children about their feelings.
   - Make up rhymes and silly words.
   - Use songs and finger plays.
   - Display pictures and talk to children about what is in the pictures.
   - Read books and point to pictures while talking about what they represent.
   - Be quiet sometimes in order to listen to what children are saying.

3. a, b, and e (Give 1 point for one correct response, 3 for two, and 5 for three.)

4. b, c, and e (Give 1 point for one correct response, 3 for two, and 5 for three.)

5. a (3) b (4) c (2) d (1) (Give 2-1/2 points for each correct response. 10 points if all correct.)

6. Caregivers should respond to infants' sounds because these are forms of communication. The caregiver's response helps the infant learn that communication can lead to a desired response. Also, the caregiver's responses encourage the infant to continue communicating. (5 points)

7. Three responses are required, each worth 5 points. Possible correct responses include:

   - Talk to toddlers about the writing that a caregiver does (for example, making lists, writing a note to a parent, or writing a child's name on a picture.
   - Encourage scribbling by providing writing implements and a variety of paper.
   - Point out signs when the group goes on a walk.
   - Create a book area in a corner of the room.
   - Spend time in the book area with the children.
   - Set up a comfortable place for reading and writing.
   - Make books and hang pictures throughout the room.
   - Provide books on topics in which the children have shown interest.
   - Write children's dictation and label their drawing when asked.
   - Label shelves with pictures of toys and materials.

8. Three responses are required for each age group. Each answer is worth 5 points, for a total of 30 points. Possible correct responses include the following:

   Infants:

   - Books (cloth, vinyl, or heavy paper)
   - Texture or "feel" books
   - Interesting things to look at and talk about
   - Materials that allow for sensory experiences (rattles, rubber toys, pieces of textured cloth, play dough, sand and water play)
   - Pictures mounted on cardboard and covered with clear Contact paper
   - Dolls and stuffed animals

Toddlers:

- Real props for dramatic play
- Writing implements and a variety of paper
- Books on topics of interest to the children.
- Puppets
- People and animal props in the block area
- Flannel boards
- Interesting things to look at and talk about
- Materials that allow for sensory experiences (playdough, fingerpaint, sand and water play)
- Dolls and stuffed animals
- Dress-up clothes and props

9. Learn a few familiar words and phrases in the child's home language, and use them when talking with the child and to find out what the child is trying to communicate. (5 points)

10. Infants are practicing making new sounds when they babble. It is a step toward talking. Infants are copying the sounds they hear when other people talk to them. As they begin learning to speak, they combine real words with babble before they make complete sentences. (5 points)

Module 7: Creative

Give 5 points for each correct answer.

1. process, product (Give 5 points if statement is correct.)

2. Ms. Gonzalez might give Teresita her own spoon so she can explore how to use a spoon. She can talk to Teresita about what the yogurt and bananas taste, smell, and feel like. She can cut up some of the banana in pieces so Teresita can pick up the pieces with her hands and directly experience how they feel. She can make up a rhyming song about bananas or about how much Teresita likes yogurt and bananas.

   Any responses that show the caregiver's understanding of how infants use their senses to explore would be correct. (5 points)

3. Two responses are required, each worth 5 points. Possible correct responses include:

   - Playing with pieces of colored and textured fabrics or ribbons
   - Scribbling with a large, nontoxic crayon
   - Painting with plain water
   - Talking with a caregiver about a picture on the wall
   - Chasing giant bubbles

4. a (3) b (2) c (1) d (5) e (4) (Give 1 point for each correct response.)

5. Two responses are required, each worth 5 points. Possible correct responses include:

   - Holding the infant and dancing or swaying to music
   - Talking to infant about sounds they hear indoors and outdoors
   - Talking about sounds that infants make
   - Holding an infant and singing a song
   - Singing to infants during routines such as diapering and feeding
   - Hanging chimes made of different objects and talking about the sounds they make in the wind
   - Playing different kinds of music at low levels in the room during the day
   - Providing toys and materials that make sounds when infants play with them

6. Three responses are required, each worth 5 points. Possible correct responses include the following:

   Infants (6-9 months) can sit on a towel on the floor and play with water in a basin placed in front of them. It is best to have a separate tub for each infant.

   Infants (14 to 18 months) can stand independently and maintain their balance so they can try water play in a shallow tub on a table or in a water table lowered to their height. They will enjoy a few simple props.

   Toddlers can stand at the water play table and play with props. They will enjoy playing with two or three other children and using a variety of props.

7. Three responses are required, each worth 5 points. Possible correct responses include:

   - Muffin tins
   - Scoops
   - Molds
   - Ice cube trays
   - Rakes
   - Whisk brooms
   - Shovels
   - Funnels
   - Rakes
   - Pails
   - Small cars and trucks
   - Measuring cups
   - Sprayers
   - Any others that are age-appropriate

8. Three responses are required, each worth 5 points. Responses will vary according to the experiences of the caregivers. Use your own judgment to assess whether to consider the responses correct.

9. Three responses are required, each worth 5 points. Possible correct responses include:

   - Allow children to decide what toys they want to play with.
   - Arrange toys and materials on low, open shelves so children can reach what they want to use.
   - Offer children a few choices regarding what they are going to eat, for example, two kinds of crackers, peanut butter or cream cheese, apple slices or pieces of banana, and so on.
   - Let children decide how to accomplish a new task, for example, using a spoon, holding a paint brush, riding a Big Wheel, and so on.
   - Allow children to decide what clean-up job they would like to do; for example, a caregiver might ask if someone would like to sweep, mop, wipe the table, put out napkins, carry food to the table, and so on.
   - Provide a wide variety of materials (crayons, paint, musical instruments, books, etc.) so that children can select what they want to use.

10. c

Module 8: Self

Give 5 points for each correct answer.

1. d 2. b

3. The following are suggested correct responses. Each response is worth 5 points. Use your own judgment to determine if a caregiver's responses show that she or he understands how to use caring words.

   a. "Mary, I think you are feeling sleepy. I will help you get to sleep."

   b. "Everyone has accidents, don't worry. Get a sponge from the sink so you can wipe up the juice."

   c. "Billy doesn't like it when you bother him. It makes him feel angry. I'll help you find something else to do."

   d. "I know you are sad when Mommy leaves, but she'll be back. I will be here to help you."

4. d

5. A well-thought-out definition, worth 5 points, will include some of the following points:

   - Sense of one's own worth
   - Pride in who one is and what one can do
   - Feeling connected to others
   - Feeling respected and valued by others
   - Feeling powerful—able to do things on one's own

6. Any three appropriate responses are acceptable. Each is worth 5 points.

7. An infant's sense of trust is the beginning of self-esteem. When infants learn to mistrust because their needs are not met, it is very difficult for them to learn to feel good about themselves. (5 points)

8. Two responses are required, each worth 5 points. Possible correct responses include:

   - Allow toddlers to take risks by creating a challenging environment for them.
   - Provide many opportunities for toddlers to make decisions.
   - Create opportunities for toddlers to say "no."
   - Be patient so toddlers can have the time they need to do things for themselves.
   - Observe children and provide support at the level needed by an individual child.
   - Observe for signs that a child is ready for toilet training.

9. Two responses are required, each worth 5 points. Possible correct responses include:

   - The child stays dry for long periods of time.
   - The child can remove clothes with little or no adult assistance.
   - The child tugs on diapers or tells caregiver when she or he needs to urinate or have a bowel movement.
   - The child can push when having a bowel movement.
   - The child says she or he wants to learn to use the toilet.

10. a (3) b (1) c (2) d (4) (Give 5 points for each correct response.)

Module 9: Social

Give 5 points for each correct answer.

1. b, c, and d (Give 1 point for one correct response, 3 for two, and 5 for three.)

2. good about themselves, appreciate, and respect (Give 5 points if the statement is true.)

3. Three responses are required, each worth 5 points. The following are suggested correct responses. Use your own judgement to determine if a caregiver's responses show that she or he understands how to help children learn caring behaviors.

   - Responding to children's cries of distress promptly and consistently.
   - Model caring behaviors—sharing, showing concern or delight for another person, helping.
   - Helping children learn that there are words for their feelings.
   - Providing many opportunities for children to play with one another.
   - Suggest ways that children can help each other.
   - Use each child's name often—label personal items, sing songs with names, talk to children about each other using names, use children's names during routines.
   - Ask children to help the caregiver do something.

4. One response is required. Possible correct responses, worth 5 points, include:

   - to take turns,
   - to initiate a game, or
   - to interact with another person.

5. Three responses are required, each worth 5 points. Possible correct responses include:

   - A rocking boat
   - An easel
   - Dramatic play props
   - Water and sand play
   - A tunnel
   - A large cardboard box
   - Large bins filled with a large number of blocks or pop beads

6. One response is required for each caring behavior. Each answer is worth 5 points. Examples of possible correct responses include the following:

   Showing empathy:

   - Astrid (30 months) jumps up and down with Kisha (32 months) when Kisha's mother comes to pick her up.

   - Marty (22 months) says, "You okay?" to the caregiver when she bumps her knee.

   Showing generosity:

   - Tariq (20 months) offers a bite of his cracker to his caregiver.

   - Mia (23 months) lets one of the infants hold her favorite doll.

   Helping:

   - Zara (18 months) carries the cups to the table.

   - Dylan (14 months) picks up the rattle Ursula (4 months) drops on the floor.

7. Two responses are required, each worth 5 points. Possible correct responses include:

   - Provide toys and materials that two or more children can use at the same time.
   - Have duplicates of favorite toys so children can play together without having to share.
   - Provide activities that more than one child can do at once (painting, playdough, building with blocks, dramatic play).
   - Encourage toddlers to help each other ("Can you please help Sam carry that big bag inside?").
   - Get down on the floor and start to play with some toys or materials.
   - Do not insist on sharing.
   - Allow toddlers time to watch others at play.

8. Three responses are required, each worth 5 points. Possible correct responses include:

   Solitary play is the first stage of play when infants and young toddlers play alone, without interacting with other children.

   Parallel play is the second stage of play when older toddlers play side by side, using the same or similar kinds of toys but not interacting.

   Cooperative play is the third stage of play when some older toddlers play together using the same toys or materials or making believe.

9. Both c and d are correct responses. (5 points)

10. a (3) b (4) c (1) d (2) (Give 5 points if partially correct, 10 points if all correct.)

Module 10: Guidance

Give 5 points for each correct answer.

1. e

2. d, e, f, and g (Give 1 point for one correct response, 3 for two, and 5 for three.)

3. b 4. b

5. Two responses are required, each worth 5 points. The following are suggested correct responses. Correct responses should show that the caregiver understands how to use words to provide positive guidance.

   "Hurry up!"

   - "Do you need a little more time to finish your lunch, Bernie? You can take a few more minutes. Then it will be time to get ready for your nap."
   - "Do you feel okay, Bernie? You usually eat more at lunch time. If you are finished, you can clear these dishes and get ready for your nap."
   - "You look like you have had enough to eat, Bernie. Now it's time to clear the dishes and get ready for your nap."

   "No! No!"

   - "Nadine, you can climb on the pillows, not on the table."
   - "Nadine, you might get hurt if you climb on the table. You can climb on the climber."
   - "Nadine, let me help you get down from the table. Then you can climb on the soft pillows."

6. Limits give toddlers the freedom to be active, curious explorers. When toddlers know that an adult will help keep them safe, they feel more secure. (5 points)

7. There are three parts to this question, each worth 5 points.

   Punishment means controlling children's behavior through fear. Discipline means guiding and directing children toward acceptable behavior. (5 points)

Possible infant examples (5 points):

- Organize daily routines so that infants do not have to wait long to have their needs met.
- Comfort a crying child and try to find out the reason for the crying.
- Use "no" sparingly. When necessary, say it in a firm voice to help older infants learn limits.
- Remove temptations and unsafe objects from the environment.
- Distract an infant by offering another item if the one the child wants is unsafe or being used by someone else.
- Separate children who are hurting each other.
- When appropriate, allow children to work out their own problems.
- Tell children what they can do rather than what they cannot do.

Possible toddler examples (5 points) (Many of the above suggestions are appropriate for toddlers as well as infants):

- Make positive suggestions, for example, "Let's set the table for lunch."
- Encourage toddlers to participate in daily routines so they can feel independent and competent.
- Provide duplicates of popular toys.
- Store toys and equipment on low shelves.
- Help children see the consequences of their actions.
- Use simple, positive reminders of rules and limits.
- Model acceptable ways to express anger.
- Try to understand the reasons for children's misbehavior.

8. Two responses are required, each worth 5 points. Possible correct responses include:

   To the child who was hurt:

   Comfort the child and wash the wound (perhaps offer a piece of ice to reduce the pain and swelling). Ask the child who did the biting to help you care for the bitten child.

   To the child who did the biting:

   Tell the child that you will not allow her or him to bite another child. Explain that the other child doesn't like it and that it hurts.

   Try to find out why the child is so frustrated that she or he is using biting to get attention. Watch the child closely in the future and step in to prevent future biting incidences.

9. Three questions and explanations are required, each worth 5 points. Possible correct questions include:

   How old is the child?
   How long has this been going on?
   When does it happen?
   How often does this occur?
   Did something happen at home or at the center that might have upset the child?

   Explanations should be logical, appropriate, and well-considered. For additional questions, refer to Learning Activity VI, Responding to Challenging Behaviors.

10. c

11. Four responses are required, each worth 5 points. Possible correct responses include:

Tell child what happened:	Tess, you have crayoned on the wall several times today.
Describe acceptable behavior:	You can crayon on the paper.
Describe unacceptable behavior:	I can't let you crayon on the wall.
Suggest a solution:	Let's get a sponge and some cleaner and clean the wall. You can get the sponge while I get the cleaner from the cupboard.

Module 11: Families

Give 5 points for each correct answer.

1. parents

2. c

3. Two responses are required, each worth 5 points. Possible correct responses include:

   - Talk to parents about their concerns about their child, even if the concerns seem unimportant.
   - When parents make suggestions related to their children's care, try to do what they suggest.
   - Tell parents about their child's accomplishments rather than comparing the child to others.
   - Help children feel good about being part of their families.
   - Wait until you are asked before offering advice.
   - Tell parents about the good things that happen to their child each day.
   - Acknowledge events and transitions in the child's and parents' lives.

4. The caregiver's response should demonstrate that she or he understands the importance of helping parents discover what works best for them and their child. It is not always appropriate for caregivers to assume the role of child development authority. It is more important to help parents realize how competent they are and what good ideas they have for handling their child's behavior. (5 points)

5. Two responses are required for each individual. Each answer is worth 5 points, for a total of 20 points. Possible correct responses include the following:

   Parents:

   - Health and growth history
   - Favorite foods
   - Food allergies
   - The child's fears
   - The family's lifestyle

Caregivers:

- Favorite play materials
- How the child plays with others
- What the child does when parents leave
- Which toys are frustrating
- What challenges the child enjoys

For additional correct responses, refer to Learning Activity II, Sharing the Care of Young Children.

6. b

7. Two responses are required, each worth 5 points. Possible correct responses include:

   - How the caregivers interact with the child.
   - What's on the menu this week.
   - What the children will be doing.
   - What new materials and equipment are at the center.
   - Who has been sick and what they had.
   - Who their child played with.

   There are many other possible correct responses. Use your own judgment to determine if the caregiver's responses are correct.

8. Two responses are required, each worth 5 points. Possible correct responses include:

   - Let parents know the purpose of the conference.
   - Review observation notes.
   - Review anecdotal records.
   - Collect samples of child's creations.
   - Role-play with a colleague.
   - Complete a planning form.

   For additional correct responses, refer to Learning Activity IV, Planning and Participating in Parent-Caregiver Conferences.

9. Two responses are required, each worth 5 points. Possible correct responses include:

   - Try to establish a relaxed tone.
   - Begin and end with a positive statement about her or his positive relationship with the child.
   - Ask parents open-ended questions.
   - Answer parents' questions.
   - Provide examples of the child's progress.
   - Summarize the discussion at the end.

   For additional correct responses, refer to Learning Activity IV, Planning and Participating in Parent-Caregiver Conferences.

10. One response is required, worth 5 points. Possible correct responses include:

    - Mending torn books or repairing broken toys
    - Helping plant a garden on the weekend
    - Helping build a new climbing structure in the playground (on weekends)
    - Recording tapes of books or songs
    - Making new curtains for the room
    - Making toys for the classroom (caregiver can provide instructions)
    - Collecting materials caregiver can use to make toys or create storage areas

    There are many other possible correct responses. Use your own judgment to determine if the caregiver's responses are correct.

11. Two responses are required, each worth 5 points. Answers will depend on the caregiver, the children in her or his care, and the parents. Generally, responses should fall in the categories of reducing a family's stress, helping parents find resources in the community, or giving information and guidance on infant-toddler growth and development. If answers indicate that the caregiver is assuming too much responsibility for supporting a family, discuss with the caregiver when to provide support and when to refer parents to other professionals in the community.

12. One response is required, worth 5 points. Answers will depend on the caregiver, the children in her or his care, and the parents. Generally, responses should indicate that the caregiver:

    - is aware of her or his feelings,
    - is willing to apologize when appropriate,
    - sees conflicts as a normal part of sharing care,
    - can see the situation from the parent's perspective,
    - can explain her or his perspective to the parents, and
    - keeps the child's interests in the forefront.

Module 12: Program Management

Give 5 points for each correct answer.

1. other staff

2. b

3. Three responses are required, each worth 5 points. Possible correct responses include:

    - To develop weekly and long-range plans
    - To individualize the program to meet children's needs, interests, and strengths
    - To develop a strategy for dealing with a challenging behavior
    - To collect information to share with parents
    - To collect information to share with others who care for the child
    - To evaluate an activity, the environment, or a toy or piece of equipment

4. The caregiver's system for observation should allow her or him to record frequent, brief (3- to 5-minute) observations of all the children in the group, at different times of the day, over time. Review Learning Activity I, Using a Systematic Approach to Observing and Recording, to see if the caregiver has incorporated any of the suggested strategies in her or his system. (5 points)

5. objective, accurate (Give 5 points if statement is correct.)

6. c

7. evaluate

8. A rewrite such as the following would be a correct response. Check the caregiver's response to make sure it is objective and accurate. (5 points)

   Germaine (11 months) crawled quickly over to Brett (12 months). She took a toy from his hand. He cried.

9. Two responses are required for each of the following categories. Each answer is worth 5 points, for a total of 40 points. Responses will depend on the caregiver, her or his colleagues, the children, the environment, and so on. The following descriptions of each category should help you score the caregiver's responses:

   Changes in the environment: For example, toys or materials, outdoor materials and equipment, wall decorations, storage and display of materials, moving furniture, and so on.

   Special activity: For example, a neighborhood walk, food preparation, introducing a new piece of equipment, putting out a prop box, and so on.

   Target children: For example, a child who needs to be encouraged to try new activities, a child who is experiencing fear of strangers, and so on.

   Caregiver responsibilities: For example, who will bring in needed materials and supplies, send home permission slips, talk to parents about planned activities, and so on.

10. Two responses are required, each worth 5 points. Obtain copies of the center's administrative policies and procedures and use them to determine if the caregiver's responses are correct.

Module 13: Professionalism

Give 5 points for each correct answer.

1. d 2. d

3. Two responses are required, each worth 5 points. Use your own judgment to score this question. Refer to Learning Activity II, Continuing to Learn About Caring for Infants and Toddlers, for guidance.

4. a

5. Two responses are required, each worth 5 points. Use your own judgment to score this question. Refer to Learning Activity IV, Becoming an Advocate for Children and Families, for guidance.

6. a (2) b (3) c (1) (Give 1 point for one correct response, 3 for two, and 5 for three.)

7. c, e, g, h, i (5 points total)

8. Two responses are required, each worth 5 points. Possible correct responses include:

   - There are always new developments in the field.
   - Continued learning makes people more interesting and active. They will have new ideas to bring to the job.
   - She cares about children and wants to meet their needs in the best ways possible.
   - She wants to grow professionally, take on more responsibility, move up in her profession, and perhaps earn a higher salary.

9. Four responses are required, each worth 5 points. Caregivers' answers will vary according to their experience, education, and interests. Use you own judgment to score this question.

10. One response is required for each of the four categories. Each answer is worth 5 points. Caregiver's answers will vary so use your own judgment to score this question.

11. Discuss the caregiver's thoughts on early childhood education as a career; and assist her or him in increasing experience and knowledge. All appropriate answers should receive 5 points.

Appendix B

Trainer Observation Forms for Competency Assessments

MODULE 1: SAFE **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

141

SAFE

Prior to the observation period, assess the following criteria.

THE COMPETENT CAREGIVER WILL:

Conduct daily and monthly safety checks indoors and outdoors, and make sure that unsafe items are repaired or otherwise made safe.

☐ met ☐ partially met ☐ not met

Arrange the room so there are clear exits.

☐ met ☐ partially met ☐ not met

Provide toys and equipment that are free of peeling paint, jagged edges, or broken parts.

☐ met ☐ partially met ☐ not met

Arrange toys on low, open shelves with the heaviest items on the bottom shelves.

☐ met ☐ partially met ☐ not met

State where first-aid supplies are stored.

☐ met ☐ partially met ☐ not met

State the center's accident or emergency procedures.

☐ met ☐ partially met ☐ not met

Maintain up-to-date emergency telephone numbers for parents.

☐ met ☐ partially met ☐ not met

Post emergency procedures where staff and parents can see them.

☐ met ☐ partially met ☐ not met

Demonstrate a realistic understanding of safety issues in written plans and evaluations.

☐ met ☐ partially met ☐ not met

142

SAFE (continued) **Page 2**

Observation Record: _____

143

SAFE (continued)

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Supervise children at all times; play with children and not congregate with other adults in one place.

☐ met ☐ partially met ☐ not met

Respond quickly to children who cry or otherwise indicate they need adult assistance.

☐ met ☐ partially met ☐ not met

Take safety precautions in a reassuring way without over-protecting or scaring children.

☐ met ☐ partially met ☐ not met

Use positive statements to remind older infants and toddlers of safety rules.

☐ met ☐ partially met ☐ not met

Model ways to live safely and be careful.

☐ met ☐ partially met ☐ not met

Use positive guidance to redirect children from unsafe to safe activities.

☐ met ☐ partially met ☐ not met

Keep small, easy-to-swallow objects out of children's reach.

☐ met ☐ partially met ☐ not met

Organize indoor and outdoor areas so infants and toddlers can move freely without bumping into each other or the furniture or equipment.

☐ met ☐ partially met ☐ not met

144

Provide duplicates of popular toys to minimize conflicts.

☐ met ☐ partially met ☐ not met

MODULE 2: HEALTHY **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

HEALTHY

Prior to the observation period, assess the following criteria.

THE COMPETENT CAREGIVER WILL:

Complete a daily health check on each child and recognize signs of common childhood diseases.

☐ met ☐ partially met ☐ not met

Check the room daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation.

☐ met ☐ partially met ☐ not met

Arrange the diaper area and/or bathroom so they are easy to keep sanitary.

☐ met ☐ partially met ☐ not met

State the applicable laws and program policies related to reporting child abuse and neglect, and describe the signs of possible child maltreatment.

☐ met ☐ partially met ☐ not met

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Open windows daily to let in fresh air (if needed during the observation period).

☐ met ☐ partially met ☐ not met

Clean and disinfect surfaces to be used for food preparation.

☐ met ☐ partially met ☐ not met

Wash her/his hands with soap and water upon arrival, before and after eating, before leading a food preparation activity, after toileting or diapering, after wiping noses, and at other times as necessary.

☐ met ☐ partially met ☐ not met

HEALTHY (continued) **Page 2**

Observation Record: _____

HEALTHY (continued)

THE COMPETENT CAREGIVER WILL:

Wash children's hands (or help them do it themselves) with soap and water at the times described above.

☐ met ☐ partially met ☐ not met

Wash and disinfect toys that fall on the floor (at least daily).

☐ met ☐ partially met ☐ not met

Place tissues and paper towels where mobile infants and toddlers can reach them.

☐ met ☐ partially met ☐ not met

Serve age-appropriate, healthy foods that are low in fats, salt, and sugar.

☐ met ☐ partially met ☐ not met

Participate with children in relaxed "family-style" meals, encouraging children to try new foods.

☐ met ☐ partially met ☐ not met

Hold and talk to infants while feeding them.

☐ met ☐ partially met ☐ not met

Help children develop self-help skills in toileting, feeding, toothbrushing, and so on.

☐ met ☐ partially met ☐ not met

Talk with children about ways to stay healthy.

☐ met ☐ partially met ☐ not met

Provide a balanced schedule that allows children to get enough exercise and rest.

☐ met ☐ partially met ☐ not met

Take children outdoors every day.

☐ met ☐ partially met ☐ not met

MODULE 3: LEARNING ENVIRONMENT **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

LEARNING ENVIRONMENT

Prior to the observation period, assess the following criteria.

THE COMPETENT CAREGIVER WILL:

Arrange the environment so that caregivers can see all the children all the time.

☐ met ☐ partially met ☐ not met

Arrange the room with spaces for sleeping, eating, playing, diapering, and toileting.

☐ met ☐ partially met ☐ not met

Provide private, soft, and cozy areas in the indoor and outdoor environment where children can be by themselves.

☐ met ☐ partially met ☐ not met

Create open areas with a variety of surfaces to explore.

☐ met ☐ partially met ☐ not met

Provide platforms, ramps, and low furniture so children can explore and pull themselves up.

☐ met ☐ partially met ☐ not met

Arrange the environment so children can practice self-help skills.

☐ met ☐ partially met ☐ not met

Display materials neatly and have labels to show where they belong.

☐ met ☐ partially met ☐ not met

Plan different kinds of outdoor experiences every day.

☐ met ☐ partially met ☐ not met

LEARNING ENVIRONMENT (continued) **Page 2**

Observation Record: _____

LEARNING ENVIRONMENT (continued)

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Make sure that toys and decorations reflect the family backgrounds of the children in the room.

☐ met ☐ partially met ☐ not met

Convey positive messages through the arrangement of the environment (e.g., "This is a safe place; you can find what you need.")

☐ met ☐ partially met ☐ not met

Arrange materials so children have clear choices and are encouraged to be independent.

☐ met ☐ partially met ☐ not met

Provide materials and equipment that provide challenges and allow children to experience success.

☐ met ☐ partially met ☐ not met

Provide materials that are appropriate for the interests and abilities of the children in the room.

☐ met ☐ partially met ☐ not met

Help children take responsibility for cleanup.

☐ met ☐ partially met ☐ not met

Adapt the schedule to meet children's individual needs.

☐ met ☐ partially met ☐ not met

Adapt the schedule to take advantage of unscheduled learning opportunities.

☐ met ☐ partially met ☐ not met

Allow ample time for daily routines, and use them as opportunities for learning.

☐ met ☐ partially met ☐ not met

MODULE 4: PHYSICAL **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

PHYSICAL

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Provide safe and interesting objects for children to listen to, taste, pick up and put down, look at, and smell.

☐ met ☐ partially met ☐ not met

Provide children with opportunities to develop small muscles by grasping, throwing, catching, rolling, pulling, zipping, buttoning, and so on.

☐ met ☐ partially met ☐ not met

Encourage children to move their bodies.

☐ met ☐ partially met ☐ not met

Encourage children to develop self-help skills that use large and small muscles.

☐ met ☐ partially met ☐ not met

Provide opportunities for children to explore in a variety of safe spaces.

☐ met ☐ partially met ☐ not met

Play indoor and outdoor noncompetitive games with children.

☐ met ☐ partially met ☐ not met

Help children develop an awareness of rhythm through music and movement activities.

☐ met ☐ partially met ☐ not met

Help and encourage children when they are learning new physical skills.

☐ met ☐ partially met ☐ not met

PHYSICAL (continued) **Page 2**

Observation Record: _____

PHYSICAL (continued)

THE COMPETENT CAREGIVER WILL:

Provide a variety of materials and equipment that allow children to practice and develop new gross and fine motor skills.

☐ met ☐ partially met ☐ not met

Step back to give children the time and opportunity they need to practice new skills.

☐ met ☐ partially met ☐ not met

Make decisions on when to intervene and when to let a child work out a physical challenge without adult assistance.

☐ met ☐ partially met ☐ not met

MODULE 5: COGNITIVE **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

COGNITIVE

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Use knowledge gained through observations to help individual children learn.

☐ met ☐ partially met ☐ not met

Provide experiences and activities that allow children to use their senses (touch, taste, hear, see, and smell) to explore and learn.

☐ met ☐ partially met ☐ not met

Respect children's different styles of responding to something new.

☐ met ☐ partially met ☐ not met

Provide assistance when children seem to need an adult's help.

☐ met ☐ partially met ☐ not met

Allow children to solve their own problems when they don't seem to need an adult's help.

☐ met ☐ partially met ☐ not met

Answer children's questions and encourage them to continue asking questions.

☐ met ☐ partially met ☐ not met

Comment on children's activities and successes.

☐ met ☐ partially met ☐ not met

Show respect for and interest in children's ideas.

☐ met ☐ partially met ☐ not met

Provide toys, materials, and activities that are challenging and allow children to be successful.

☐ met ☐ partially met ☐ not met

COGNITIVE (continued) **Page 2**

Observation Record: _____

COGNITIVE (continued)

THE COMPETENT CAREGIVER WILL:

Encourage children to use language by listening to what they say and responding appropriately.

☐ met ☐ partially met ☐ not met

Encourage and extend children's dramatic play.

☐ met ☐ partially met ☐ not met

Respond to children's interest in learning about specific concepts such as object permanence, cause and effect, means-end.

☐ met ☐ partially met ☐ not met

Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") that encourage children to think.

☐ met ☐ partially met ☐ not met

Talk to children about what is happening during daily routines (for example, "I see you have little goose bumps on your arms. I think you might be cold. Let's put your sweater on").

☐ met ☐ partially met ☐ not met

Talk with children about what is happening, and describe their actions (for example, "When you push on the bottle, it goes under the water. When you let it go, it pops up again").

☐ met ☐ partially met ☐ not met

Welcome new and creative ideas.

☐ met ☐ partially met ☐ not met

MODULE 6: COMMUNICATION Page 1

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

COMMUNICATION

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Pay attention to children's nonverbal communication, and help them express their ideas and feelings (for example, "Are you raising your arms because you want me to lift you up?").

☐ met ☐ partially met ☐ not met

Respond to infants' vocalizations—gurgling, cooing, crying, whimpering—and imitate them.

☐ met ☐ partially met ☐ not met

Encourage childen to try out new sounds and words and to communicate with each other.

☐ met ☐ partially met ☐ not met

Encourage childen to hear different sounds in the environment (for example, "Can you hear the raindrops on the windows?").

☐ met ☐ partially met ☐ not met

Help children learn words they can use to share ideas and feelings (for example, "When you jump up and down and laugh, I know you are happy to see your Grandma").

☐ met ☐ partially met ☐ not met

Select or make and use books appropriate for the ages and interests of the children.

☐ met ☐ partially met ☐ not met

Play games such as finger plays that involve children in talking and singing.

☐ met ☐ partially met ☐ not met

COMMUNICATION (continued) **Page 2**

Observation Record: _____

COMMUNICATION (continued)

THE COMPETENT CAREGIVER WILL:

Provide a wide variety of paper and writing tools to encourage toddlers' scribbles.

☐ met ☐ partially met ☐ not met

Accept how each child speaks without correcting her or him.

☐ met ☐ partially met ☐ not met

Name things for children and describe their own actions to them so they can learn new words.

☐ met ☐ partially met ☐ not met

Serve as a language model by talking to children using full sentences.

☐ met ☐ partially met ☐ not met

Model conversation and communication strategies when interacting with other adults.

☐ met ☐ partially met ☐ not met

Model writing and reading behaviors as a natural part of your classroom work.

☐ met ☐ partially met ☐ not met

Use and respond to expressions of children whose language is different from his/hers.

☐ met ☐ partially met ☐ not met

MODULE 7: CREATIVE **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

CREATIVE

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Have a secure and trusting relationship with each child.

☐ met ☐ partially met ☐ not met

Set up the environment so that children can easily select, replace, and care for materials and equipment.

☐ met ☐ partially met ☐ not met

Provide the space and time children need to use their creativity.

☐ met ☐ partially met ☐ not met

Provide sensory experiences to stimulate children's imagination and creative expression.

☐ met ☐ partially met ☐ not met

Provide toys, materials, and activities that children can use in different ways (for example, blocks, sand and water play, plastic bowls and lids, a wagon).

☐ met ☐ partially met ☐ not met

Provide simple dress-up clothes and props for dramatic play, and play make-believe games with the children.

☐ met ☐ partially met ☐ not met

Implement simple, open-ended art activities using a variety of media.

☐ met ☐ partially met ☐ not met

Implement a variety of planned and spontaneous music and movement activities.

☐ met ☐ partially met ☐ not met

CREATIVE (continued) **Page 2**

Observation Record: _____

CREATIVE (continued)

THE COMPETENT CAREGIVER WILL:

Use descriptive language when talking about what s/he is doing (for example, "Ricardo, feel the cold, smooth skin on this green apple").

☐ met ☐ partially met ☐ not met

Help children find their own solutions to problems.

☐ met ☐ partially met ☐ not met

Respond to children in ways that acknowledge their interest in the process of creating rather than the product.

☐ met ☐ partially met ☐ not met

Ask open-ended questions that encourage creative thinking.

☐ met ☐ partially met ☐ not met

Step back when appropriate to allow children to explore and create on their own.

☐ met ☐ partially met ☐ not met

Show respect for children's creativity by waiting until they are finished before asking them to do something else.

☐ met ☐ partially met ☐ not met

Comment positively on children's creative thinking (for example, "That was a good idea to open both ends of the box. Now you can crawl through").

☐ met ☐ partially met ☐ not met

MODULE 8: SELF **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

SELF

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Include materials and displays that reflect the local community and the children's cultural and family backgrounds.

☐ met ☐ partially met ☐ not met

Include homelike materials and pictures of families to help children feel secure.

☐ met ☐ partially met ☐ not met

Provide activities and experiences based on knowledge of each child's interests, needs, and skills.

☐ met ☐ partially met ☐ not met

Meet each child's needs promptly and caringly.

☐ met ☐ partially met ☐ not met

Hold and talk to children.

☐ met ☐ partially met ☐ not met

Spend individual time with children.

☐ met ☐ partially met ☐ not met

Show children that they are liked even when the children feel unhappy or angry.

☐ met ☐ partially met ☐ not met

Use gentle physical contact—a hug, a touch, wiping away tears—to show care and concern.

☐ met ☐ partially met ☐ not met

SELF (continued) **Page 2**

Observation Record: _____

SELF (continued)

THE COMPETENT CAREGIVER WILL:

Use words and actions to express pleasure and interest in individual children.

☐ met ☐ partially met ☐ not met

Help children deal with their feelings about being away from their parents.

☐ met ☐ partially met ☐ not met

Allow and encourage children to make choices (for example, what to eat at snack time, what materials to use, and so on).

☐ met ☐ partially met ☐ not met

Accept mistakes as natural.

☐ met ☐ partially met ☐ not met

Show respect for each child's individuality.

☐ met ☐ partially met ☐ not met

Recognize when children are ready to learn self-help skills such as feeding or dressing themselves, and plan the day so they have enough time to do these things without adult assistance.

☐ met ☐ partially met ☐ not met

Help children feel competent by including them in daily routines, repeating activities or games so they can master them, and providing materials that they are ready to master.

☐ met ☐ partially met ☐ not met

MODULE 9: SOCIAL **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

SOCIAL

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Meet children's needs according to their personal schedules.

☐ met ☐ partially met ☐ not met

Respond to infants' sounds and gestures to help them learn how people communicate.

☐ met ☐ partially met ☐ not met

Talk, make eye contact, and play with children to help them learn how it feels to interact with another person.

☐ met ☐ partially met ☐ not met

Encourage children to help each other.

☐ met ☐ partially met ☐ not met

Model positive ways to share, cooperate, help, and interact with others.

☐ met ☐ partially met ☐ not met

Comment on children's positive social behaviors.

☐ met ☐ partially met ☐ not met

Accept children's feelings while helping them control their actions.

☐ met ☐ partially met ☐ not met

Help children learn words they can use to express their feelings (for example, talking about her/his own feelings, talking to children about what s/he thinks they are feeling, looking at pictures in books and talking about what the people might be feeling).

☐ met ☐ partially ☐ not met

SOCIAL (continued) **Page 2**

Observation Record: _____

SOCIAL (continued)

THE COMPETENT CAREGIVER WILL:

Offer toys, materials, and activities that can involve more than one child at a time.

☐ met ☐ partially met ☐ not met

Arrange the environment so there is space for children to play alone or with one or two others.

☐ met ☐ partially met ☐ not met

Encourage and extend children's make-believe play by joining in for a while.

☐ met ☐ partially met ☐ not met

MODULE 10: GUIDANCE **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

GUIDANCE

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Plan the schedule so children don't have to wait too long for their needs to be met.

☐ met ☐ partially met ☐ not met

Remove temptations or dangerous objects from children's reach.

☐ met ☐ partially met ☐ not met

Keep toys and other safe materials on low shelves so children can reach them and help put them away.

☐ met ☐ partially met ☐ not met

Anticipate dangerous situations and arrange the environment so that children can explore freely.

☐ met ☐ partially met ☐ not met

Organize daily routines to keep waiting to a minimum.

☐ met ☐ partially met ☐ not met

Redirect children from unacceptable to acceptable activitie (when taking something away, s/he provides an alternative).

☐ met ☐ partially met ☐ not met

Help children see the consequences of their actions.

☐ met ☐ partially met ☐ not met

Use the word "no" sparingly.

☐ met ☐ partially met ☐ not met

GUIDANCE (continued) **Page 2**

Observation Record: _____

GUIDANCE (continued)

THE COMPETENT CAREGIVER WILL:

Give children chances to make real decisions and choices.

☐ met ☐ partially met ☐ not met

Try to understand the reasons for a child's misbehavior.

☐ met ☐ partially met ☐ not met

Help children learn to use words to tell others how they feel.

☐ met ☐ partially met ☐ not met

Model appropriate ways to express feelings.

☐ met ☐ partially met ☐ not met

Make up opportunities for toddlers to say "no" (for example, ask them silly questions—"Do we put our socks on our ears?").

☐ met ☐ partially met ☐ not met

Use simple, positive reminders to state rules and limits—tell children what they **can** do rather than what they **cannot** do.

☐ met ☐ partially met ☐ not met

Offer an angry or frustrated child a soothing activity such as playdough or water play.

☐ met ☐ partially met ☐ not met

MODULE 11: FAMILIES **Page 1**

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

FAMILIES

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Share with parents information about their child's routines and activities—feedings, naps, play times, interactions, and so on.

☐ met ☐ partially met ☐ not met

Share with parents some good news about their child's day.

☐ met ☐ partially met ☐ not met

Listen when parents share information about their child's evening or weekend.

☐ met ☐ partially met ☐ not met

Involve parents in making decisions about their child's care.

☐ met ☐ partially met ☐ not met

Suggest ways to extend learning at home.

☐ met ☐ partially met ☐ not met

Respond to parents' questions and concerns about their child's development.

☐ met ☐ partially met ☐ not met

Work with parents to plan strategies for handling a behavior or responding to a child's readiness to learn a new skill.

☐ met ☐ partially met ☐ not met

Share information with parents about current activities at the center.

☐ met ☐ partially met ☐ not met

FAMILIES (continued) **Page 2**

Observation Record: _____

FAMILIES (continued)

THE COMPETENT CAREGIVER WILL:

Share information with parents about future plans.

☐ met ☐ partially met ☐ not met

Help parents feel more involved in the program.

☐ met ☐ partially met ☐ not met

Provide support for families under stress (if an opportunity arises during the observation period).

☐ met ☐ partially met ☐ not met

MODULE 12: PROGRAM MANAGEMENT Page 1

Caregiver: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

163

PROGRAM MANAGEMENT

Review your observation record at left, and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT CAREGIVER WILL:

Use objective and accurate recordings, conducted at several different times of the day, to individualize the program based on children's needs, skills, and interests.

☐ met ☐ partially met ☐ not met

Use recordings to plan for a variety of areas; including fine and gross motor skills, cognitive skills, language development, creativity, self-discipline, self-help skills, self-esteem, and social development.

☐ met ☐ partially met ☐ not met

Use information learned about each child in daily interactions.

☐ met ☐ partially met ☐ not met

Use information about individual children provided by parents.

☐ met ☐ partially met ☐ not met

Identify suggested toys, materials, or caregiving techniques based on each child's interests, skills, and needs.

☐ met ☐ partially met ☐ not met

Identify challenging activities based on each child's interests and recent successful experiences.

☐ met ☐ partially met ☐ not met

PROGRAM MANAGEMENT (continued) **Page 2**

Observation Record: _____

PROGRAM MANAGEMENT (continued)

THE COMPETENT CAREGIVER WILL:

Evaluate the program to determine what happened during each day, how each child's learning and development was facilitated, and what changes should be made in the environment.

☐ met ☐ partially met ☐ not met

Complete a planning form that specifies the week's goals, changes in the environment, special activities, individual children to focus on, and caregiver responsibilities.

☐ met ☐ partially met ☐ not met

MODULE _____ Date: _____ Page: _____ Descriptive Notes: _____	Notes:

Appendix C

Tracking Forms

Individual Tracking Form

Name: _____

Indicate Date Completed

Module	Over-view	Pre-training Assess-ment	L.A. I	L.A. II	L.A. III	L.A. IV	L.A. V	L.A. VI	L.A. VII	Know-ledge Assess-ment	Compe-tency Assess-ment	Sign-off
1. Safe									X			
2. Healthy								X	X			
3. Environment								X	X			
4. Physical								X	X			
5. Cognitive									X			
6. Communication								X	X			
7. Creative								X	X			
8. Self												
9. Social								X	X			
10. Guidance									X			
11. Families								X	X			
12. Program Management							X	X	X			
13. Professionalaism								X	X		X	

Center Tracking Form: *Caring for Infants & Toddlers*

CAREGIVERS	MODULES													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
	B C	B C	B C	B C	B C	B C	B C	B C	B C	B C	B C	B C	B C	B C

LEGEND

Teacher Progress:

B=Begun
C=Completed

Modules:

0=Orientation
1=Safe
2=Healthy
3=Environment
4=Physical
5=Cognitive
6=Communication
7=Creative
8=Self
9=Social
10=Guidance
11=Families
12=Program Management
13=Professionalism

Appendix D

CDA Competency Goals and Functional Areas

CDA Competency Goals and Functional Areas*

Competency Goals	Functional Areas
I. To establish and maintain a safe, healthy learning environment	1. **Safe:** Candidate provides a safe environment to prevent and reduce injuries.
	2. **Healthy:** Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
	3. **Learning Environment:** Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
II. To advance physical and intellectual competence	4. **Physical:** Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.
	5. **Cognitive:** Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
	6. **Communication:** Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
	7. **Creative:** Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.

*Reprinted with permission from *Child Development Associate Assessment System and Competency Standards Infant/Toddler Caregivers in Center-Based Programs* (Washington, DC: CDA National Credentialing Program, 1989), pp. 3-4.

III. To support social and emotional development and provide positive guidance	8. **Self:** Candidate provides physical and emotional development and emotional security for each child and helps each child know, accept, and take pride in himself or herself and to develop a sense of independence.
	9. **Social:** Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.
	10. **Guidance:** Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
IV. To establish positive and productive relationships with families	11. **Families:** Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.
V. To ensure a well-run, purposeful program responsive to participant needs	12. **Program Management:** Candidate is a manager who uses all available resources to ensure an effective operation. Candidate is a competent organizer, planner, record keeper, communicator, and cooperative coworker.
VI. To maintain a commitment to professionalism	13. **Professionalism:** Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Appendix E

Publishers and Distributors of Early Childhood Resources

Publishers and Distributors of Early Childhood Resources

In the orientation to *Caring for Infants and Toddlers,* you will find a list of recommended readings. Publishers and distributors of these resources are listed below.

AddisonWesley
Publishing Company
2725 Sandhill Road
Menlo Park, CA 94025
(415) 854-0300
(800) 447-2226

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014
(612) 786-4343
(800) 328-2560

Bantam Books
666 5th Avenue
New York, NY 10103
(212) 765-6500

Centers for Disease Control
1600 Clifton Road NE
Atlanta, GA 30333
(404) 639-3311

Child Care Employee Project
P.O. Box 5603
Berkeley, CA 94705
(415) 653-9889

Delmar Publishers, Inc.
2 Computer Drive, West
Box 15-015
Albany, NY 12212-5015
(518) 459-1150

Exchange Press, Inc.
P.O. Box 2890
Redmond, WA 98073
(206) 883-9394

Gryphon House, Inc.
P.O. Box 275
Mt. Rainier, MD 20712
(301) 779-6200

Little Brown and Company
34 Beacon Street
Boston, MA 02108
(617) 890-0250
(800) 331-1664

Mayfield Publishing
1240 Villa Street
Mountain View, CA 94041
(800) 433-1279

Charles E. Merrill Co.
936 Eastwood Drive
Westerville, OH 43081-3374
(800) 848-6205
(614) 890-1111

National Association for the
Education of Young Children
1834 Connecticut Ave., NW
Washington, DC 20009
(800) 424-2460
(202) 232-8777

Newmarket Press
18 East 48th Street
New York, NY 10017
(212) 832-3575

Simon and Schuster
1230 6th Avenue
New York, NY 10020
(212) 698-7000

Teachers College Press
1234 Amsterdam Ave
New York, NY 10027
(212) 678-3929

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
(202) 362-7543
(800) 637-3652

Telshare Publishing Co.
P.O. Box 679
Marshfield, MA 02050

Times Books
201 E. 50th Street
New York, NY 10022
(212) 751-2600
(800) 733-3000

Toys 'n Things Press
450 North Syndicate Suite 5
St. Paul, MN 55104
(612) 641-0305
(800) 423-8309

A Trainer's Guide to Caring for Infants and Toddlers

Caring for Infants and Toddlers is an individualized, easy-to-use set of training materials designed for caregivers who work with young children in center-based settings. This on-the-job training program can be used by all staff members, whatever their level of education and experience. The two-volume set of materials includes readings and worksheets that become each caregiver's personal resource for working with infants and toddlers. There are 13 modules corresponding to each of the Functional Areas of the Child Development Associate (CDA) Competency Standards: Safe, Healthy, Learning Environment, Physical, Cognitive, and Communication (Volume I); Creative, Self, Social, Guidance, Families, Program Management, and Professionalism (Volume II). The training program is self-instructional so that caregivers can complete it at their own pace, as time permits, and they can study the modules in whatever order they prefer.

A Trainer's Guide to Caring for Infants and Toddlers is an essential resource to help trainers and center directors implement the training program. It provides a detailed description of the trainer's role in guiding caregivers through each of the learning activities. It offers many useful tips for trainers, including suggestions for providing feedback and encouraging caregivers to extend their learning. It contains knowledge and competency assessments for each module to help trainers determine if a caregiver has understood the material and has become more competent in working with infants and toddlers. The **Guide** also includes answer sheets and observation forms for the assessment process, and tracking forms to record each caregiver's progress through the 13 modules.

* * * *

TEACHING STRATEGIES

Teaching Strategies, Inc. seeks to improve the quality of early childhood programs by designing easy-to-use curriculum and training materials. Resources developed by Teaching Strategies' staff include early childhood curriculum materials for preschool and family child care programs; self-instructional training training programs for staff working with infants, toddlers, and preschool children; videotapes; and guides for supervisors and trainers. Materials and workshops offered by Teaching Strategies are making a difference in school districts and in Head Start, public, and private child care programs nationwide.

Diane Trister Dodge, founder and President of Teaching Strategies, has 26 years experience in early childhood education. An experienced teacher, she designs educational and training programs for Head Start, child care, and public school programs, and is a well-known speaker and trainer. She is the author of *The Creative Curriculum for Early Childhood, Room Arrangement as a Teaching Strategy,* and CDA training materials for staff working with infants, toddlers, and preschool children.

Derry Gosselin Korakek has more than ten years experience designing and delivering training for early childhood staff. She has developed technical assistance guides for supervisors and trainers in child development programs in the military and in Head Start and has provided training throughout this country and in Europe.

Teaching Strategies, Inc. • P.O. Box 42243 • Washington, D.C. 20015 • (202) 362-7543

ISBN 1-879537-03-6

52395>

9 781879 537033

ISBN: 1-879537-03-6

$23.95

BEST COPY AVAILABLE